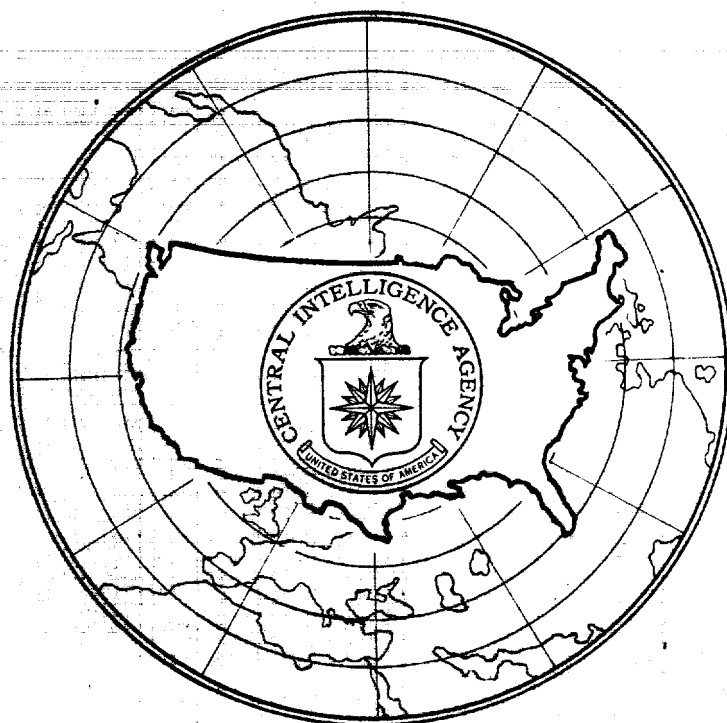


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# MIDCAREER COURSE



## PART I

APRIL 20 - MAY 28, 1964

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**CONFIDENTIAL**

**MATTHEW BAIRD**

Director of Training

CHAIRMAN

[REDACTED]

25X1A

ASSISTANT CHAIRMEN

[REDACTED]

25X1A

COURSE ASSISTANT

[REDACTED]

25X1A

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## Midcareer Course No. 3

20 April - 28 May 1964

### Part I

#### A. The Agency

[REDACTED]

25X1A

#### B. Management

[REDACTED]

25X1A

### Part II

The United States and its Government  
(Brookings Institution, 10 days)

### Part III

World Affairs  
(Broyhill Building, 9 days)

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## Foreword

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The Midcareer Course is the product of the determination at the highest levels of the Agency that promising officers be given an opportunity to widen their understanding of the Agency, of the Government, and of international affairs.

The six-week Course is divided into three major segments. During the first two weeks the participants will study the work of the various components of the Agency and the inherent problems of management.

During the third and fourth weeks the scope of the Course will widen to include study and discussion of the Government in its national setting, emphasizing the making of policy, public and legislative pressures on the policy makers, the allocation and handling of the Government's money, and other major aspects, both theoretical and practical, of the development and direction of national power.

In the last two weeks, prominent authorities and public figures will express their views and lead discussions with the participants on such major issues as the formulation of strategy, developments in space technology, conflicts in the Communist Bloc, the movement toward European union, and other important trends in world affairs.

The Course has been designed specifically for those selected for Midcareer Training. They may also be enrolled in other courses, internal or external, which will increase their value to their Directorates. The combination of the Midcareer Course and other selected courses will constitute each officer's Midcareer Program.

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Thursday, 16 April


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## Introduction to the Course

Room 7D 64 Headquarters

1030  
1100

INTRODUCTION TO THE COURSE

  
Chairman, Midcareer  
Course

25X1A

1100  
1200

ADMINISTRATIVE BRIEFING

Midcareer and Senior  
Officers Courses Staff

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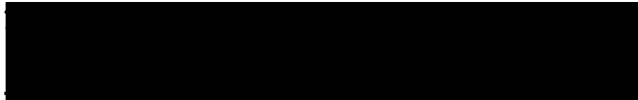
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**Sunday, 19 April**

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1415 CONVENE AT AIRPORT

1430

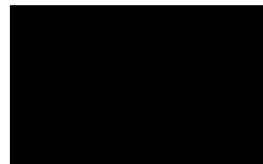


25X1A

1515

1545 CONVENE AT TRAINING SITE

1600 WELCOMING TALK AND SECURITY  
AND ADMINISTRATIVE BRIEFING

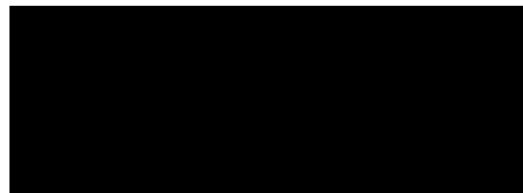


25X1A

1645 RECEPTION  
1745

1800 DINNER  
1900

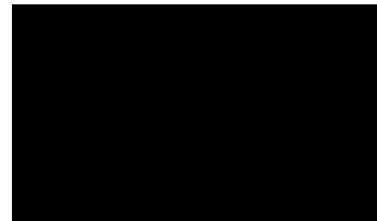
1930  
2045



Matthew Baird,  
Director of Training  
Presiding

25X1A

TRAINING ACTIVITIES



25X1A

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## **Part I. Section A**

**The Agency: Organization, Problems,  
Relationships, and Developments**



SECRET

## Monday, 20 April

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0830 INTRODUCTION TO PART I  
0900

25X1A

0900 THE AGENCY 1964-1969  
1000  
A projection of Agency  
problems and develop-  
ments over the next five  
years.

Lyman Kirkpatrick  
Executive Director-  
Comptroller

1000 QUESTION PERIOD  
1030

1045 THE PRODUCTION OF NATIONAL  
1145 INTELLIGENCE

25X1A

What National Intelligence  
Estimates are. The kinds of  
problems they deal with. How  
they are drafted, coordinated,  
and cleared. Role in policy  
formulation.

Deputy Assistant  
Director for National  
Estimates

1145 QUESTION PERIOD  
1200

1215 LUNCH  
1315

1330 READING PERIOD  
1400

1400 THE INTELLIGENCE COMMUNITY  
1515

Lyman Kirkpatrick

The components of the Intel-  
ligence Community. Cooperation  
and conflict. The emerging role  
of the DIA and its relations with  
CIA. The role of the Director of  
Central Intelligence

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1515 QUESTION PERIOD  
1545

1600 RECEPTION FOR MR. KIRKPATRICK  
1715

1730 DINNER  
1830

1900 THE NATIONAL SECURITY STRUCTURE  
2100  
Changing methods of the  
policy makers and the im-  
pact of these changes on  
the Intelligence Community.

Chester Cooper  
Assistant to Deputy  
Director for Intelligence  
(Policy Support)

Lyman Kirkpatrick

  
Assistant Deputy Director  
for Plans

25X1A

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**Tuesday, 21 April**

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0830 STUDENT INTRODUCTIONS  
0900

0900 THE CLANDESTINE SERVICES  
1000

The Clandestine Services as an instrument of U.S. policy. The coordination of major actions and the obtaining of policy decisions from the State Department, the Special Group, and the White House.

  
Assistant Deputy Director  
for Plans


25X1A

1000 QUESTION PERIOD  
1030

1045 THE NATURE OF COVERT ACTION  
1145

The origin and extent of the Agency's mission in Covert Action. Political, economic, and propaganda operations.

25X1A

  
Deputy Chief, Covert  
Action Staff

1145 QUESTION PERIOD  
1200

1200 LUNCH  
1300

1315  
1400

  
25X1C

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1400 POLITICAL ACTION IN THE CONGO  
1445

CA Officer, AF Division

25X1A

1445 QUESTION PERIOD  
1515

1530 ROLE OF PARAMILITARY ACTION IN  
1630 INTELLIGENCE

Deputy Director of  
Training

25X1A

1630 QUESTION PERIOD  
1645

1645 FREE TIME  
715

1730 DINNER  
1830

25X1A

1900 SEMINAR ON FIELD  
2100 PROBLEMS

WH Division

25X1A

25X1A

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Wednesday, 22 April

0830 READING PERIOD  
0900

0900 MAJOR PROBLEMS POSED BY SOVIET  
1030 INTELLIGENCE SERVICES



25X1A

1030 BREAK  
1045

1045 MAJOR PROBLEMS POSED BY SOVIET  
1200 INTELLIGENCE SERVICES (Continued)

1215 LUNCH  
1330

1345 DD/I SUPPORT OF NATIONAL POLICY  
1445 FORMULATION

Ray S. Cline  
Deputy Director for  
Intelligence

The function of the Intelligence Directorate. Intelligence support to policy making. DDI's contribution to the Intelligence Community.

1445 QUESTION PERIOD  
1500

1515 THE AGENCY'S CURRENT INTELLI-  
1615 GENCE ROLE

R. Jack Smith  
Assistant Director for  
Current Intelligence

The Agency's Current Intelligence role. All-source intelligence support for the White House, the National Security Council, and the Watch Committee. The National Indications Center. Dissemination of COMINT. Basic intelligence responsibilities.

1615 QUESTION PERIOD  
1630

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1645	FREE HOUR
1745	

1800	DINNER
1900	

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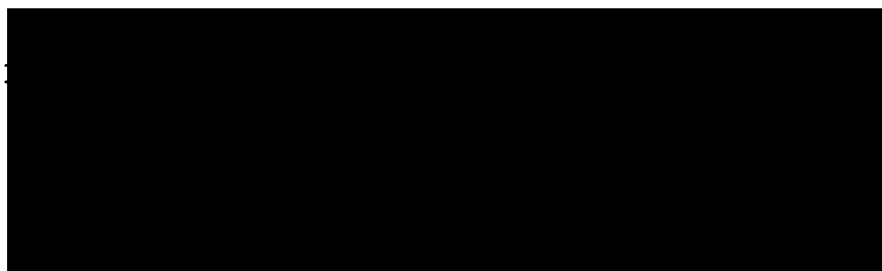
Thursday, 23 April

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0830 READING PERIOD  
0900

25X1A

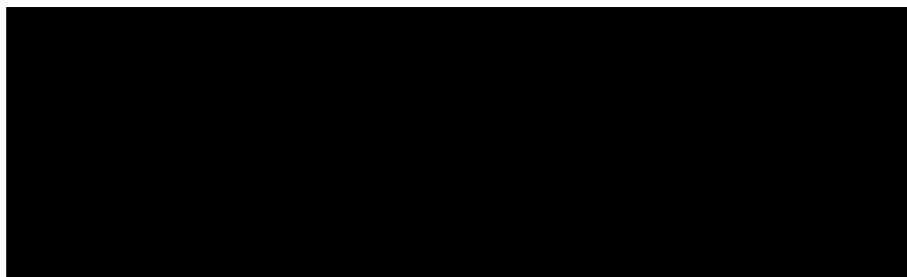
0900  
0930



0930 QUESTION PERIOD  
0945

0945  
1015

STATSPEC



1015 QUESTION PERIOD  
1030

1045 THE DEFENSE INTELLIGENCE AGENCY  
1145

The origin, mission, and development of DIA. DIA relationships in the Intelligence Community. Overseas organization. Coordination of clandestine intelligence collection.

Assistant Chief of Staff,  
Plans and Programs, DIA

25X1A

1145 QUESTION PERIOD  
1200

1215 LUNCH  
1315

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Friday, 24 April

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0830 READING PERIOD  
0900

0915 DEVELOPMENTS IN ECONOMIC  
1015 INTELLIGENCE


  
Deputy Assistant Director,  
Research and Reports

25X1A

Present status of the Intel-  
ligence Community's economic  
intelligence effort. CIA's current  
responsibilities and future plans  
in this field.

1015 QUESTION PERIOD  
1030

1045 EVALUATION OF NATIONAL  
1145 INTELLIGENCE PROGRAMS


  
John Bross  
Deputy to the DCI for  
National Intelligence  
Programs Evaluation

The DCI's responsibility  
for review and coordination  
of all USIB activities. How  
evaluation of Intelligence  
Community programs is  
effected

1145 QUESTION PERIOD  
1200

1215 LUNCH  
1315

1330 THE ROLE OF SCIENCE AND  
1630 TECHNOLOGY IN CIA

  
Col. Edward B. Giller, USAF  
Assistant Deputy Director  
for Science and Technology

New techniques in intelli-  
gence collection. Research  
and development activities.  
Electronic Intelligence  
(ELINT) and its significance.

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1645 FREE HOUR  
1745

1800 DINNER  
1900

1930 SEMINAR ON SCIENTIFIC AND  
2130 TECHNICAL INTELLIGENCE

Col. Edward B. Giller

██████████  
Deputy Assistant Director  
for Scientific Intelligence

25X1A

██████████  
Deputy Assistant Director  
for ELINT

25X1A

David Brandwein  
Deputy Director,  
Foreign Missile and  
Space Analysis Center

Robert Chapman  
Deputy Assistant Director  
for Research and Development

Joseph Becker  
Assistant Director for  
Computer Services

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**Saturday, 25 April**

0830 THE IMPACT OF AUTOMATIC DATA  
1000 PROCESSING ON AGENCY ACTIVITIES

Joseph Becker  
Assistant Director for  
Computer Services

Recent automatic data process-  
ing developments in the Agency  
and a look at its future support  
of DDS, DDI, DDP, and DDS&T  
activities.

1000 QUESTION PERIOD  
1015

1030 DEVELOPMENTS IN PHOTOGRAPHIC  
1145 INTELLIGENCE

Arthur Lundahl  
Director, National  
Photographic Inter-  
pretation Center

The capabilities of Photo-  
graphic Intelligence. Evalua-  
tion of photo quality. Organi-  
zation and functions of NPIC.

1145 QUESTION PERIOD  
1200

1215 LUNCH  
1315

1330 ROLE OF TECHNICAL SERVICES IN  
1500 SUPPORTING AGENCY OPERATIONS

████████████████████  
Deputy Chief,  
Technical Services  
Division

25X1A

Technical support of DDP  
activities. The conduct of  
audio operations. Authen-  
tication, photo operations,  
and other activities. Research  
and development in the technical  
support field.

1500 FREE TIME  
1715

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1730 DINNER  
1830

1930 TSD SEMINAR  
2130

  
Chief, Technical  
Services Division

25X1A

  
25X1A

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## Sunday, 26 April

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0900 CHURCH, RECREATION, OR READING  
1200

1215 LUNCH  
1315

1330 SEMINAR DISCUSSIONS - RELATIONS  
1630 WITH OTHER AGENCIES

1630 FREE HOUR  
1730

1745 DINNER  
1845

1930 INDIVIDUAL WORK ON CRITIQUES  
2130

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**Monday, 27 April**

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0830	ADMINISTRATIVE RELATIONS WITH		
0945	OTHER FEDERAL AGENCIES	Chief, Personnel	25X1A
	AND	Operations Division	
	INTRODUCTION TO THE AGENCY		
	SUPPORT STRUCTURE		
	The roles other agencies perform in support of CIA's mission; influences they can exert for or against operations; and limitations imposed by cover entities.		
1000	THE FINANCE OFFICE	Robert H. Fuchs	
1100		Director of Finance	
	Systems and procedures for control of Agency funds, assets, and liabilities. Financial accountability responsibilities.		
1115	HEALTH CONSIDERATIONS IN AN	Dr. John R. Tietjen	
1215	UNUSUAL WORK ENVIRONMENT	Chief, Medical Staff	
1230	LUNCH		
1330			
1345	LOGISTICAL SUPPORT OF OPERATIONS		25X1A
1445		Chief, Planning Staff,	
	Agency assets and	Office of Logistics	
	capabilities.		
1500	SECURITY: A PRIMARY		25X1A
1615	CONSIDERATION IN ACCOMPLISHING	Deputy Director of	
	THE MISSION OF CIA	Security	
1630	FREE HOUR		
1730			
1800	DINNER		
1900			

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**Tuesday, 28 April**

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0830 TECHNICAL COMMUNICATIONS  
1000 DEVELOPMENTS

  
Deputy Director of  
Communications

25X1A

1015 CRITIQUE OF PART I SECTION A  
1145

1215 LUNCH  
1315

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## Preparatory Reading

Letter from President Kennedy to John A. McCone

National Security Act of 1947

Kirkpatrick, Lyman B., "Is United States Intelligence Answering the Red Challenge?" Delivered on 21 November 1960 in Detroit, Michigan

"Organizing for National Security," final statement of Senator Henry M. Jackson, Chairman, Subcommittee on National Policy Machinery of the Committee on Government Operations, U.S. Senate, November 15, 1961

25X1A

[REDACTED], "Priority National Intelligence Objectives," Studies in Intelligence, Volume 5, Number 2, Spring 1961

Director of Central Intelligence Directive No. 1/3, Priority National Intelligence Objectives (Revised 14 August 1963)

25X1A

[REDACTED], "A Fresh Look at Collection Requirements," Studies in Intelligence, Volume 4, Number 4, Fall 1960

25X1A

Jernegan, John D., "The Ambassador and the Country Team," Department of State Newsletter, July 1963

Department of Defense Directive No. 5105.21 (August 1, 1961) Subject: Defense Intelligence Agency

Organization Chart of the Defense Intelligence Agency (July 1963)

Dulles, Allen W., "The Craft of Intelligence," Reprinted from the 1963 Brittanica Book of the Year

Dulles, Allen W., "What Makes A Spy?", This Week Magazine, December 1, 1963

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## Supplementary Reading

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Dulles, Allen W., The Craft of Intelligence, New York, Harper and Row, 1963

Felix, Christopher, A Short Course in the Secret War, New York, E. P. Dutton & Co., 1963

Hyde, H. Montgomery, Room 3603, New York, Farrar, Strauss and Co., 1963

Ransom, Harry Howe, Central Intelligence and National Security, Cambridge, Mass., Harvard University Press, 1958

Rostow, W. W., The Stages of Economic Growth, Cambridge, Cambridge University Press, 1960

Defense Intelligence Agency: Organization and Functions, C-9812/C  
(Confidential)

Reading Kit on Soviet Intelligence:

- a. Four Studies in GRU Operational Doctrine
- b. Agent Handling and Communications
- c. GRU Illegal Operations
- d. RIS Illegal Documentation
- e. The Story of [REDACTED]
- f. The Use of Soviet Students and Student Cover by the Soviet Intelligence Services
- g. Report on the Soviet State Security Service (KGB)

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## **Part I. Section B**

### **Management**

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**Tuesday, 28 April**

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1330	INTRODUCTION TO MANAGEMENT		25X1A
1430	PHASE	Chief, Management Training Faculty, Office of Training	
1445	MANAGERIAL PROBLEM:		25X1A
1630	PERSONNEL MANAGEMENT	Chief, Plans and Review Staff, Office of Personnel	
	Considerations relating to Agency staffing patterns, promotion policies, career service planning, and man- power utilization.		
1645	FREE HOUR		
1745			
1800	DINNER		
1900			
1930	MANAGERIAL SKILL:	Group Exercise	
2130	COMMUNICATIONS		

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Wednesday, 29 April

0830 MANAGERIAL SKILL:  
1130 LEADERSHIP

Malcolm Shaw  
Leadership Development  
Associates

Identification of individual  
styles of management and  
effective leadership patterns.

1200 LUNCH  
1300

1330 MANAGERIAL SKILL:  
1630 TEAM EFFECTIVENESS,  
WAYS OF WORKING AS A MEMBER  
OF A GROUP

Malcolm Shaw

1645 FREE HOUR  
1745

1800 DINNER  
1900

1930 IDENTIFICATION OF TYPICAL  
2130 MANAGERIAL PROBLEMS

Group Exercise

MALCOLM SHAW

Malcolm Shaw is a management consultant with Leadership Development Associates of New York. He has lectured at Cornell University and served as personnel director of the Cincinnati Enquirer, and as training manager for RCA. Mr. Shaw has written (with Raymond J. Corsini and Robert R. Blake) Role Playing in Business and Industry (1961).

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Thursday, 30 April

0830 MANAGERIAL PROBLEM:  
1000 INDIVIDUAL RESPONSIBILITY  
FOR FUNDS

John Clarke  
Director of Budget,  
Program Analysis and  
Manpower

The role of the individual in  
the management of Agency  
dollars.

1015 MANAGERIAL SKILL:  
1130 WORKING WITH A SMALL GROUP

Techniques of getting work  
done through staff meetings,  
committees, and similar  
mechanisms.

1200 LUNCH  
1300

1330 MANAGERIAL PROBLEM:  
1630 INDIVIDUAL RESPONSIBILITY  
FOR PEOPLE

Panel of Agency Officers

Definition of the responsibilities  
of Agency supervisors; problems  
of dealing with subordinates;  
fitness reporting.

1645 FREE HOUR  
1745

1800 DINNER  
1900

1930 THE PRESENT IMAGE OF THE  
2100 AGENCY BOTH AT HOME & ABROAD

Frank G. Wisner  
Former Deputy Director  
for Plans

25X1A

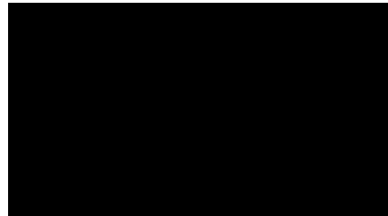
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Friday, 1 May

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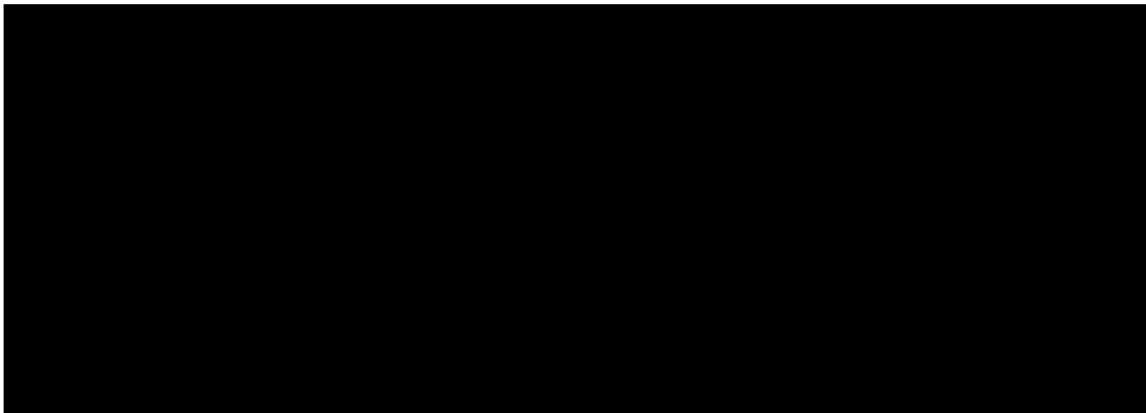
0830 THE INTEGRATION OF BEHAVIORAL  
1130 AND MANAGERIAL SCIENCES



25X1A

1200 LUNCH  
1300

1330 CRITIQUE OF MANAGEMENT PHASE  
1530 AND FINAL ADMINISTRATION



25X1A

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# MIDCAREER COURSE



## PART II

APRIL 20 - MAY 28, 1964

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MATTHEW BAIRD

Director of Training

CHAIRMAN

[REDACTED]

25X1A

ASSISTANT CHAIRMEN

[REDACTED]

25X1A

COURSE ASSISTANT

[REDACTED]

25X1A

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**MIDCAREER COURSE NO. 3**

**Part II**

**The Government**

Brookings Institution

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Monday, 4 May

0830 0900	OPENING OF THE CONFERENCE	Robert D. Calkins President, The Brookings Institution  James M. Mitchell Director, Advanced Study Program, Brookings
0900 1200	POPULATION PROBLEMS	Philip M. Hauser Professor and Chairman, Department of Sociology, The University of Chicago  Chairman Harry R. Seymour Senior Staff Member, Advanced Study Program, Brookings
1200 1330	LUNCH	
1330 1630	THE EXECUTIVE OFFICE AND THE PRESIDENTIAL STAFF	The Honorable Frederick L. Halborn Special Assistant, The White House Office

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Tuesday, 5 May

0830 INDIVIDUAL STUDY  
0900

0900 THE FEDERAL BUDGET PROCESS  
1100

Naomi R. Sweeney  
Fiscal Economist,  
Bureau of the Budget,  
Executive Office of  
the President

1100 DISCUSSION GROUPS  
1200

1200 LUNCH  
1230

1330 IMAGE OF THE FEDERAL SERVICE  
1530

F. P. Kilpatrick  
Senior Staff Member,  
Governmental Studies,  
Brookings

1530 DISCUSSION GROUPS  
1630

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Wednesday, 6 May

0830 INDIVIDUAL STUDY  
0900

0900 DYNAMICS OF THE LEGISLATIVE  
1200 PROCESS

Charles A. Clapp  
Legislative Assistant  
to Senator Saltonstall  
of Massachusetts,  
United States Senate

1200 LUNCH  
1330

1330 GOALS OF U.S. FOREIGN  
1630 POLICY

Charles Burton Marshall  
Research Associate,  
Washington Center for  
Foreign Policy Research,  
School of Advanced Inter-  
national Studies, The  
Johns Hopkins University

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Thursday, 7 May

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0830 INDIVIDUAL STUDY  
0900

0900 FORMULATION AND  
1200 ADMINISTRATION OF FOREIGN  
POLICY

Robert Amory  
Chief of the Inter-  
national Division,  
Bureau of the Budget,  
Executive Office of  
the President

1200 LUNCH  
1330

1330 CHALLENGES AND  
1630 OPPORTUNITIES FOR THE U.S.

Harry Schwartz  
Member, Editorial  
Board, The New  
York Times

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Friday, 8 May

0830 INDIVIDUAL STUDY  
0900

0900 ECONOMICS AND PUBLIC  
1200 POLICY

Herbert E. Striner  
Director of Program  
Development, The  
W. E. Upjohn Institute  
for Employment Research

1200 LUNCH  
1230

1330 INTERNATIONAL ECONOMIC  
1630 PROBLEMS

Howard S. Piquet  
Senior Specialist,  
International Economics,  
The Library of Congress

1700 SOCIAL HOUR  
1800

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Monday, 11 May

0830 INDIVIDUAL STUDY  
0900

0900 THE AMERICAN  
1200 CONSTITUTIONAL SYSTEM

Arthur S. Miller  
Professor of Law,  
Graduate School of  
Public Law, The  
George Washington  
University

1200 LUNCH  
1330

1400 GOVERNMENT IN A FREE SOCIETY  
1630

Herman Finer  
Professor of Political  
Science, The University  
of Chicago

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Tuesday, 12 May

0830 INDIVIDUAL STUDY  
0900

0900 DYNAMICS OF ADMINISTRATION Walter G. Held  
1000 Senior Staff Member,  
Advanced Study Program,  
Brookings

1100 DISCUSSION GROUPS  
1200

1200 LUNCH  
1215

1305 ECONOMIC DEVELOPMENT William J. Mazzeo  
1400 AND WORLD STABILITY Faculty Member,  
Interdepartmental Seminar,  
Foreign Service Institute,  
Department of State

1515 THE UNITED STATES  
1615 INFORMATION AGENCY George V. Allen  
President,  
The Tobacco Institute, Inc.

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Wednesday, 13 May

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0830 THE COMMUNICATIONS MEDIA  
1015

Joseph Kraft  
Washington Correspondent  
for Harpers' Magazine,  
and Columnist for the  
Evening Star

Chairman  
Herbert C. Morton  
Director of Publications,  
Brookings

1030 THE U.S. AND UNDERDEVELOPED  
1215 COUNTRIES

Robert E. Asher  
Senior Staff Member,  
Foreign Policy Studies,  
Brookings

1215 LUNCH  
1330

1330 LABOR AND PUBLIC POLICY  
1530

Brendan Sexton  
Assistant to the President  
United Auto Workers

1530 DISCUSSION GROUPS  
1830

Thursday, 14 May

0830 INDIVIDUAL STUDY  
0900

0900 SOCIAL IMPLICATIONS OF Donald H. Andrews  
1200 SCIENTIFIC PROGRESS Professor of Chemistry,  
Florida Atlantic University

1200 LUNCH  
1310

1400 DOMESTIC PROBLEMS Spencer D. Parratt  
1630 Professor of Political  
Science, The Maxwell  
Graduate School of  
Citizenship and Public  
Affairs, Syracuse University

1700 SOCIAL HOUR  
1800

Friday, 15 May

0830 LEAVE WASHINGTON

0930 ARRIVE MacARTHUR AIRPORT, N.Y.

1030 ARRIVE BROOKHAVEN NATIONAL LABORATORIES

1230 LUNCH  
1330

1530 LEAVE BROOKHAVEN NATIONAL LABORATORIES

1615 ARRIVE MacARTHUR AIRPORT

1630 LEAVE MacARTHUR AIRPORT

1730 ARRIVE WASHINGTON

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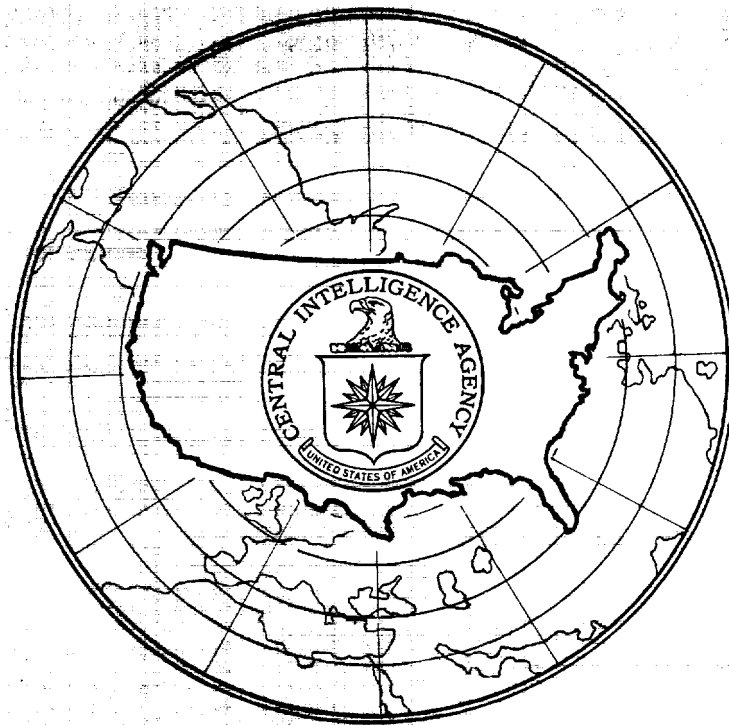
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# MIDCAREER COURSE



## PART III

APRIL 20 - MAY 28, 1964

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MATTHEW BAIRD

Director of Training

CHAIRMAN

[REDACTED]

25X1A

ASSISTANT CHAIRMEN

[REDACTED]

25X1A

COURSE ASSISTANT

[REDACTED]

25X1A

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# **Midcareer Course No. 3**

## **Part III**

### **World Affairs**



### **Sunday, 17 May**

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1530 E. D. T.      DEPART WASHINGTON  
1630 C. S. T.      ARRIVE HUNTSVILLE, ALABAMA

### **Monday, 18 May**

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A. M.              VISIT TO GEORGE C. MARSHALL SPACE  
                     FLIGHT CENTER  
  
P. M.              VISIT TO ARMY MISSILE COMMAND,  
                     REDSTONE FACILITIES

### **Tuesday, 19 May**

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A. M.              VISIT TO REDSTONE FACILITIES (Continued)  
  
1330 C. S. T.      DEPART HUNTSVILLE  
1830 E. D. T.      ARRIVE WASHINGTON

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Wednesday, 20 May

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0830 READING PERIOD  
0900

0900 PROBLEMS OF NATIONAL SECURITY  
1100

The role of ISA in policy and strategy in crises. Relations with the Intelligence Community and with CIA in particular.

Frank K. Sloan  
Deputy Assistant  
Secretary of Defense  
for Regional Affairs, ISA,  
Department of Defense

Preparatory Reading

"Assistant Secretary of Defense (International Security Affairs)," U. S. Government Organization Manual

Lyons, Gene M., "The New Civil-Military Relations," American Political Science Review, March 1961

Rostow, Walt W., "American Strategy in the World Scene," Department of State Bulletin, 16 April 1962

Supplementary Reading

Abshire, David M., and Richard V. Allen, editors, National Security, New York, Praeger, 1963

Hammond, Paul Y., Organizing for Defense, Princeton, Princeton University Press, 1961

Kissinger, Henry A., The Necessity for Choice, New York, Harper, 1961

Strausz-Hupe, Robert, et al, Forward Strategy for America, New York, Harper, 1961

FRANK K. SLOAN

In the position of Deputy Assistant Secretary of Defense for Regional Affairs, Frank Sloan is the principal advisor to John T. McNaughton, Acting Assistant Secretary of Defense (International Security Affairs). Mr. Sloan brings to this position a breadth of experience as attorney, law professor and Naval Officer in World War II and Korea. As a key advisor on regional and country matters, Mr. Sloan coordinates political and defense policies with military policies and programs.

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1100	READING PERIOD
1200	
1200	LUNCH
1300	
1330	DEPART FOR NATIONAL INDICATIONS CENTER
1400	BRIEFING AT NATIONAL INDICATIONS CENTER
1600	
1600	DEPART FOR BROYHILL BUILDING

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Thursday, 21 May

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0830 READING PERIOD  
0900

0900 AMERICAN PROBLEMS IN UNDER-  
1100 STANDING FOREIGN CULTURES

An anthropological view of the newly developing countries with emphasis on their deep-seated cultural characteristics.

25X1A

Preparatory Reading

Benedict, Ruth, "The Growth of Culture," Man, Culture and Society, edited by Harry L. Shapiro, 1956

Mead, Margaret, "The Underdeveloped and the Overdeveloped," Foreign Affairs, October 1963

Murdock, George Peter, "How Culture Changes," Man, Culture and Society, edited by Harry L. Shapiro

Supplementary Reading

Brookings Institution, Development of the Emerging Countries, Washington, D. C., 1962

Kurzman, Dan, Subversion of the Innocents, New York, Random House, 1963

Millikan, Max F., and Donald L. M. Blackmer, editors, The Emerging Nations, Boston, Little, Brown & Co., 1961

Staley, Eugene, The Future of Underdeveloped Countries, New York, Praeger, 1961

1100 DISCUSSION PERIOD  
1200

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1200 LUNCH  
1300

25X1A

1300 CONTINUATION OF MORNING SESSION  
1500

1500 DISCUSSION PERIOD  
1700

25X1A

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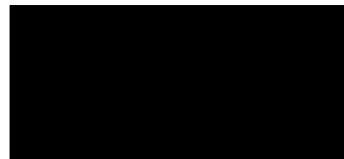
Friday, 22 May

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0830 READING PERIOD  
0900

0900 THE EFFECT OF SINO-SOVIET  
1100 RELATIONS ON OTHER COMMUNIST  
PARTIES

The impact of the Sino-Soviet  
rift on non-bloc Communist  
parties.



25X1A

Preparatory Reading

Brzezinski, Zbigniew, "Threat and Opportunity in the Communist  
Schism," Foreign Affairs, April 1963

Kennan, George F., "Polycentrism and Western Policy," Foreign  
Affairs, January 1964

Zagoria, Donald S., "The Sino-Soviet Conflict and the West,"  
Foreign Affairs, October 1963

Supplementary Reading

Crankshaw, Edward, The New Cold War, Moscow vs. Peking,  
Harmondsworth, Middlesex, Penguin Books, 1963

Zagoria, Donald S., The Sino-Soviet Conflict, 1956-1961,  
Princeton, Princeton University Press, 1962

1100 DISCUSSION PERIOD  
1200

1200 LUNCH  
1300

1300 STUDENT SEMINAR GROUPS  
1400

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1400 DEVELOPMENTS IN SOVIET FOREIGN  
1445 POLICY

Office of National  
Estimates

25X1A

The background of the present  
situation in Soviet policy making.  
The internal factors delimiting  
Soviet foreign policy decisions.  
The external factors delimiting  
foreign policy decisions. Problems  
and dilemmas for the future.

Preparatory Reading

Ulam, Adam B., "Nationalism, Panslavism, Communism,"  
Russian Foreign Policy, edited by Ivo J. Lederer, 1962

Supplementary Reading

Beloff, Max, The Foreign Policy of Soviet Russia, 1929-1941,  
London and New York, Oxford University Press, 1947-1949

Fischer, Louis, The Soviets in World Affairs, 1917-1929,  
Princeton, Princeton University Press, 1951

Kennan, George F., Russia and the West Under Lenin and  
Stalin, Boston, Little, Brown and Co., 1961

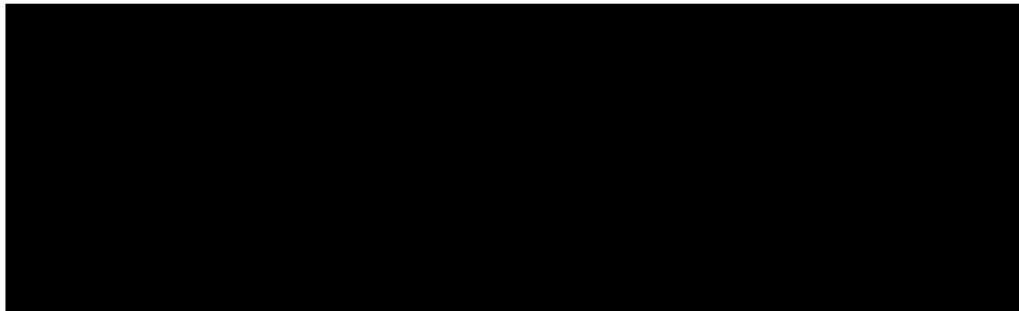
Mackintosh, J. M., Strategy and Tactics of Soviet Foreign  
Policy, London and New York, Oxford University Press, 1962

1500 QUESTION PERIOD  
1530

1530 DISCUSSION PERIOD  
1700

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LLEWELLYN E. THOMPSON, JR.

Ambassador Thompson embarked upon his career as a Foreign Service Officer in 1929. Since then his activities have run the gamut of international affairs. Most recently he served a term as Ambassador to the Soviet Union (1957-1962) and is currently Ambassador at Large for the Department of State. In 1962 Mr. Thompson was the recipient of the President's Award for Distinguished Federal Civilian Service.

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## Monday, 25 May

0830 READING PERIOD  
1100

1100 U. S. GOVERNMENT ACTIVITIES IN  
1200 INTERNATIONAL ORGANIZATIONS

Policies and problems relating  
to United States participation  
in the United Nations and other  
international organizations.

Harlan Cleveland  
Assistant Secretary of  
State for International  
Organization Affairs,  
Department of State

### Preparatory Reading

Basic Facts About the United Nations, United Nations, New  
York

1200 LUNCH  
1300

1300 READING PERIOD  
1330

1330 CHICOM FOREIGN POLICY IN  
1630 HISTORICAL PERSPECTIVE

Historical roots of Chinese  
attitudes toward the non-Chinese  
world. Role of Communist doctrine  
in the direction of ChiCom foreign  
policy objectives, both long-term  
and short-term.

### Preparatory Reading

Fall, Bernard B., "Peking Strikes South," Current History,  
September 1963

Langer, Paul F., "China and Japan," Current History, Septem-  
ber 1963

Levi, Werner, "The Sino-Indian Border War," Current History,  
September 1963

Shen-Yu Dai, "The Roots of Chinese Ideology," Current History,  
September 1963

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Supplementary Reading

Barnett, A. Doak, Communist China and Asia, New York, Harper, 1960

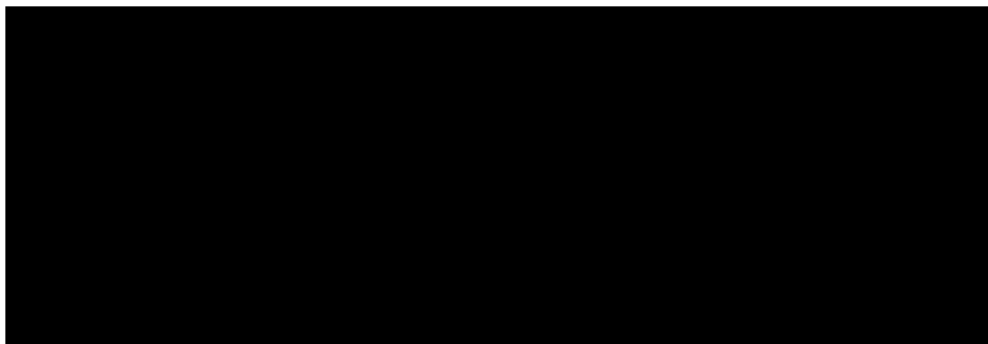
Boyd, R. G., Communist China's Foreign Policy, New York, Praeger, 1962

Hsieh, Alice L., Communist China's Strategy in the Nuclear Age, Englewood Cliffs, New Jersey, Prentice-Hall, 1962

1830 THE CHANGING ROLE OF THE U. S. Allen W. Dulles  
2100 INTELLIGENCE OFFICER

HARLAN CLEVELAND

Harlan Cleveland was appointed Assistant Secretary of State for International Organization Affairs by President Kennedy in February 1961. Born in 1918, educated at Princeton and Oxford, Mr. Cleveland has served in numerous posts in the Department of State, the Economic Cooperation Administration, and the Mutual Security Agency. From 1956 until his present appointment Mr. Cleveland served as Dean of the Maxwell Graduate School of Citizenship and Public Affairs at Syracuse University.



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ALLEN W. DULLES

Director of Central Intelligence from 1953 to 1961, Mr. Dulles was born in 1893 and educated at Princeton and George Washington Universities. He entered the U.S. Diplomatic Service in 1916 and served at posts in Europe and the Near East. In 1916 he resigned to take up law practice with Sullivan and Cromwell, New York. Mr. Dulles was Chief of the OSS mission in Switzerland during World War II and became Deputy Director of Central Intelligence in 1951. His most recent book, The Craft of Intelligence, was published last fall by Harper and Row.

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**Tuesday, 26 May**

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0830 READING PERIOD  
1000

1000 1100	CURRENT PROBLEMS OF THE NEAR EAST	Phillips Talbot Assistant Secretary of State for Near Eastern and South Asian Affairs, Department of State
	American policies towards the Near East and current internal Near Eastern problems.	

Preparatory Reading

Hourani, Albert, "Near East Nationalism Yesterday and Today,"  
Foreign Affairs, October 1963

Sharabi, H. B., "Power and Leadership in the Arab World,"  
Orbis, Fall 1963

Supplementary Reading

Halpern, Manfred, The Politics of Social Change in the Middle  
East and North Africa, Princeton, Princeton University Press, 1963

Issawi, Charles, Egypt in Revolution; An Economic Analysis,  
New York, Oxford University Press, 1963

Robinson, Richard D., The First Turkish Republic, Cambridge,  
Harvard University Press, 1963

Safran, Nadav, The United States and Israel, Cambridge,  
Harvard University Press, 1963

1115 QUESTION PERIOD  
1145

1200 LUNCH  
1300

1300 READING PERIOD  
1345

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1400 CONCEPTS OF MILITARY STRATEGY Colonel Robert N. Ginsburgh, USAF  
1600

Preparatory Reading

Ginsburgh, Colonel Robert N., "The Challenge to Military Professionalism," Foreign Affairs, January 1964

Supplementary Reading

Kahn, Herman, On Thermonuclear War, Princeton, Princeton University Press, 1960

Kahn, Herman, Thinking About the Unthinkable, New York, Horizon Press, 1962

1600 DISCUSSION PERIOD  
1700

PHILLIPS TALBOT

Phillips Talbot has achieved distinction as a writer, editor, college professor and statesman. In 1958 he authored (with S. L. Poplai) India and America. Since 1961 he has served as Assistant Secretary of State for Near Eastern and South Asian Affairs, Department of State.

COLONEL ROBERT N. GINSBURGH, USAF

Colonel Ginsburgh is a graduate of West Point and Harvard and saw service in World War II in both the European and Pacific Theaters. Other assignments have included a tour as instructor at West Point and in staff positions in the Offices of the Secretary of the Air Force and the Secretary of Defense. He was graduated from the National War College in 1963. After completing his present assignment as an Air Force Fellow with the Council on Foreign Relations in New York, he is scheduled to join the Plans and Policy Staff of the Department of State.

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## Wednesday, 27 May

0830 READING PERIOD  
1000

1100	PROSPECTS FOR AMERICAN	W. Averell Harriman
1200	FOREIGN POLICY IN THE IMMEDIATE FUTURE	Under Secretary of State for Political Affairs

1200 LUNCH  
1300

1300 READING PERIOD  
1400

1400 CURRENT PROBLEMS IN LATIN  
1530 AMERICA

Irving G. Tragen  
Director, Office of  
Institutional Develop-  
ment, Bureau for Latin  
America, Agency for  
International Develop-  
ment

The strategic importance of  
Latin America to U.S. National  
Security. The effectiveness of  
the U.S. Aid programs in the  
area.

1530 DISCUSSION PERIOD  
1700

### CHARLES MELVIN PRICE

In 1945, after serving in the U.S. Army in World War II, Melvin Price entered the U.S. House of Representatives, leaving behind a successful career as news writer. Mr. Price has served in the Congress ever since. His Congressional career has included membership on the House Armed Services Committee and the Joint Committee for Atomic Energy. He is currently serving as the Democratic Representative from the 24th Illinois District in the 88th Congress.

### IRVING G. TRAGEN

Mr. Tragen received his A.B. and LLB degrees from the University of California and entered Government service with the Department of State in 1947. Since that time he has served with the Department of Agriculture and the various predecessor organizations of the Agency for International Development, specializing in Latin American affairs. He is currently serving as Director, Office of Institutional Development, Bureau for Latin America, AID.

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## Thursday, 28 May

0830 STUDENT SEMINAR GROUPS  
1000

1015 STUDENT CRITIQUES  
1115

1100 CONGRESS' VIEW OF THE AGENCY Lawrence Houston  
1200 General Counsel

1230 LUNCH  
1330

1330 STUDENT CRITIQUES  
1445

1500 CLOSING REMARKS AND  
1545 PRESENTATION OF CERTIFICATES Lyman Kirkpatrick  
Executive Director-  
Comptroller

1600 CLOSING ADMINISTRATION  
1630

1800 CLOSING DINNER FOR OFFICERS  
AND WIVES AT 1789 CLUB

### W. AVERELL HARRIMAN

Since his graduation from Yale in 1913, Averell Harriman has led an extremely distinguished career as businessman and statesman. In the last seven years he has served as Governor of New York, Ambassador at Large, Assistant Secretary of State for Far Eastern Affairs, and most recently, the Under Secretary of State for Political Affairs.

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S E C R E T



### A. Introductory Statement

The purpose of this report is to offer a general review of the officers and of the program in Midcareer Course No. 3 and, by comparison with Courses No. 1 and 2, to show the change (1) in the calibre of the officers and (2) the change in the direction of the development of the program itself. It is in this double perspective that the Heads of Career Services may wish to consider these observations for guidance in the selection of future participants.

#### 1. Review of the officers:

The analyses and the recommendations are made, as before, by three staff officers after intensive association with the group of thirty students over a six-week period of time, both in and outside the classroom. Although some personal element may be present, the assessment of the officers was made as objectively as possible against the following:

1. The stated objectives of the Course
2. The over-all "quality" of the officer
3. The contribution made by the officer to the Course
4. The contribution by the Course to an officer

Specific names and cases have been intentionally omitted from this report in order to place the analyses and recommendations beyond the personal.

The officers in each Course were divided into two categories: (a) Those judged Well Selected; (b) Those judged Not Well Selected. The Directorates of officer origin in (a) and (b) are noted (See Table I). The differentiation "Well Selected" and "Not Well Selected", however, does not mean to imply that those in the second category did not receive a great deal of advantage from the Course since it is felt that all those who attended did receive considerable benefit from it.

You will note that the number in Category B (Not Well Selected) in Course No. 3 is considerably smaller than that in this category in any of the previous courses and indicates an improvement in the selection. Increased attention in selecting students should ultimately eliminate Category B completely and lead to a very high calibre Category A group, and therefore, to the Agency's gaining the maximum benefit from the Course.

## 2. Grade

The officers were divided into GS-13's and GS-14's and the Directorates or origin indicated (See Table 2). The proportion of GS-14's to the total enrollment in each Course has run roughly one fourth; the proportion in the last Course was about one third. It has been difficult to make any differentiation between GS-13's and GS-14's as to general suitability. It has been noted, however, that the GS-14's came from the DDI, DDS and DDS&T and not from the DDP, yet the qualifications seem roughly the same. This presumably represents different grade hiring standards and promotion standards among the Directorates rather than differing qualities of suitability. As a summary judgment, the GS-14 proportion should stay somewhere between a fourth and a third of the over-all number.

## 3. Age

This group was younger than the previous groups but had more years experience in the Agency. The average age was 38 years with 12 years Agency experience.

## 4. Generalists (or general officers) and Specialists

The report after Course No. 2 pointed out that those engaged in specialties seem to be less suitable to meet the purposes of the Course as presented in paragraph 1 than those who had a more general assignment. A review of the present group has led to a tempering and further definition of this specific statement. The Midcareerists basically should be selected for their capacity for growth into future assignments requiring broad knowledge. For example a communication specialist may maintain his specialty throughout his career in the Agency and someday become Chief of Communication at a large station such as Frankfurt. In such a key position he would certainly benefit by having attended the Midcareer Course and gaining a broader knowledge of the Agency, the U.S. Government and their roles in World Affairs. However, another specialist might remain so narrowly in his specialty as to receive minimum benefit from the Course.

## 5. Caveats

### a. Reward

Persons should not be chosen purely as a reward for services rendered or to give them a change from the same office routine to which they

will more or less permanently return. Nevertheless, if the present assignment already requires a broader view, e.g., as in OO/C, this should be taken into consideration; presumably this should occur in infrequent cases.

b. Availability

Although availability is necessarily an important factor for any officer, concentrating on the availability factor will seriously militate against the purpose of the Course.

c. General Conclusions

1. Age of the participants

It was felt that the age range, 35-45, was the most truly "midcareer". Those of the group younger than this might well wait a few years so that they can bring added breadth of experience to the "cross-fertilization" process involved. The rationale of calling GS-13 officers who are over 45 "midcareer" is seriously questioned.

2. Length

There is a general conclusion on the basis of the reviews of three runnings of the Course that its total length should not exceed six weeks.

3. Association

The association together of members of all the Directorates continues to be of major value and one of great mutual profit.

4. General Structure

The general structure of the Course in its three phases seems sound. However, we propose (1) to somewhat lengthen the Agency (Phase II) part, to maintain an element, but a brief one, of the Management section of Phase I; (2) to continue the outside trips to key installations; (3) to increase the use of seminars and discussions groups.

5. General rating of Course No. 3

On the whole the last group was considered the best in terms of morale, participation, and seriousness of the three groups.

TABLE 1

	<u>DDP</u>	<u>DDI</u>	<u>DDS</u>	<u>DDS&amp;T</u>	<u>DCI</u>
WELL SELECTED	8	8	6	2	1
NOT WELL SELECTED	1	1	2	1	

TABLE 2

<u>GS-13's</u>	<u>GS-14's</u>	<u>GS-15's</u>
Distribution	Distribution	Distribution
8 DDP	0 DDP	1 DDP
6 DDI	3 DDI	
5 DDS	3 DDS	
2 DDS&T	1 DDS&T	
1 DCI		

TABLE 3

<u>AVERAGES:</u>	<u>Course #1</u>	<u>Course #2</u>	<u>Course #3</u>
<u>Age</u>	40	40	38
<u>Yrs. Overseas</u>	2 yrs. 5 mos.	3 yrs. 4 mos.	2 yrs. 8 mos.
<u>Yrs. College</u>	4	4.2	4
<u># of Masters</u>	9	7	7
<u># of PhD's</u>	4	2	3
<u>Yrs. with Agency</u>	11	11	12

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MIDCAREER COURSE NO. 3

PART I. SECTION A. THE AGENCY

Student General Evaluation Statements

DDI Comments

25X1A 1. Development of the Agency picture was fairly well balanced from my point of view. The CS presentations were particularly helpful inasmuch as my dealings with people on the DDP side have been tied to people, with resultant little or no idea of the operations involved. This barrier has been broken down with the result that I now have and feel able to convey an adequate representation of CS operations as necessary to provide a frame of reference for supporting them. The presentations of [REDACTED] established a firm image, and an impressive one, of both organization and people.

The DDI presentations covered the salient points satisfactorily. Coverage in greater depth would likely run to dry discourse. A fill-in on OCR facilities and services might be generally helpful.

The S&T area was well and comprehensively represented in the lecture portion and probably planted some seeds of respect for its potential as well as generating some apprehension. Better understanding of it, which this exposure is providing, will result in appreciation, more advantageous use, and more profitable direction in its development.

The Kirkpatrick, Cooper and Bross presentations were particularly helpful in setting perspective and revealing direction, something we worry about but frequently lose sight of in day-to-day operations.

25X1A [REDACTED] Fuchs', [REDACTED] lectures provided a dimensioning framework. These considerations make one feel rather small at 25X1A

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first but have a kind of conditioning effect on decision-making at the line-supervisor level which should be extremely helpful.

The presentations by Dr. Tietjen and Mr. [REDACTED] get into the subject of the fundamental commodity--people--and the way the Agency must regard them. These two lectures were stimulating reminders of elementary but transcendental responsibilities.

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Organizational structure seems best handled by the individual speakers. The handouts from the OO people are a good example of a handy way to handle this item.

The most valuable aspect of this phase has been the meeting and association with the people in other Agency components. This cross-fertilization is bound to result in increased efficiency in intra-Agency conduct of operations.

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2. Although it is too early to pass judgement on the total Course or even place this first section in its proper perspective with the overall objective of the Course, certain general statements might be useful.

a. The informal sessions appear to be the most rewarding; however, it is recognized that the size of classes does not always permit such efforts. Those speakers who presented brief rundowns and opened to questions seemed to obtain the best results.

b. The presence of Mr. [REDACTED] in this class was a decided plus and greatly raised the value of this first period.

c. Some speakers dwelled too much on straight organizational run-down and too little on programs and problems and prospects in their respective areas.

d. A slight imbalance exists in time devoted to DDP topics in comparison with other elements or Directorates. More time should be spent on examining areas of broader interest and areas or problems that many in this group could expect to encounter in the near future. For instance, more time should be devoted to Mr. Bross. Some time should be given to someone from the Coordination Guidance Staff and to others who may be involved with coordination responsibilities.

e. The DIA contribution should be given by someone with knowledge of the organization but more important someone who can speak to their

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programs and plans. This is an important topic and should be well covered.

f. The field trip to NASA, although very interesting, probably contributes little towards attaining prescribed Course goals. There are several intelligence centers in this area that should be visited. For example, the Atlantic Intelligence Center in Norfolk and the Tactical Reconnaissance Center at Langley Air Force Base as well as TAC Headquarters at Langley. More time should be devoted to such tours than given for the NASA excursion. In fact, two trips would provide a welcome mix with one the first week and the other the second week.

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3. The first thing that needs to be done with this Course is to set the students straight. They need to be in such a frame of mind, possible by means of a pre-course lecture, that they understand that this is in fact a "mid-career" course and that they should set aside parochial interests in tradecraft, analysis, etc., and attempt to get as deep as possible an understanding of the broad activities of other Agency components, their problems, intra-Agency relations, etc.

Having set the students straight, the speakers must be carefully briefed beforehand as to the real objectives of the Course. In short, they should be told to speak substantively on their organizations, structure, their relations with other components, their strengths, weaknesses, prospects, and problems.

Obviously each session can't be packaged as neatly as suggested above. A firm attempt to adhere to this formula, however, will be a strong first step in materially raising both the pitch to the group and its response.

I would also suggest that you seriously consider turning the Course around, even though this poses some logistic problems. Such a redirection would be designed to accommodate the Course more to the general thrust of the Agency's operations which, of course, run from the specific (collection of bits of information by many components) to the general (input of the many and varied bits to form the finished product). Then the end of all the Agency's efforts, i.e., policy support, could be brought more clearly into focus. I would thus place discussion of the directorates, smaller segments, etc., first.

It is in summation that the remarks of Kirkpatrick, Cooper, Bross, etc. are most meaningful. By this point the students would have become much

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more aware of the basic interplay, frictions, and ground level problems that face us and be able to address more intelligent questions to the speakers. For example, the role of DDS&T in the Agency is a question that most certainly should have been carried to the high-level generalists.

By and large, the DDI and DDS made the most intelligent attempts to correctly package up their presentations for the Course. I think we all came away with a pretty good idea of the things we should know about these areas of the Agency as a result. Exactly the opposite were the efforts of the scientists and the DDP. The DDP especially warrants considerably more coverage as to its organizational layout and the broad activities of its various divisions and staffs. What we saw was a good cross section, but only a slice, and I'll go back to work not knowing a heck of a lot more about them than I knew before. Most of what I have gotten on the DDP has been through osmosis and liaison with the DDP students in the group. At best, this can only be haphazard.

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The presence of [REDACTED] in the Agency part of the Course has been very useful since he brings the mature station chief's leavening influence and knowledge to the group. His continued enthusiasm for Agency affairs is also a good morale factor for the group. In future courses please consider having one or two senior officers, who indicate they would like to participate, present through the whole Agency segment.

I think that in general about the right balance is now present in the various elements blended into the Course, subject to the shortages noted above in the cases of DDP and DDS&T. I doubt that an addition or deletion of 15-30 minutes on a subject one way or another would make much difference in the total impression created in the Course. Moreover, since there is a cross section of components represented, the approach should probably be directed toward a good general mix, rather than trying a studied selection.

I would recommend that representatives from NSA and the Department of State be brought in to give us a view of how they look at the Agency. (In the case of NSA, some organizational material would be helpful). The State presentation should be especially candid, with a view to our better understanding of how Agency relationships with State can be bettered.

I would also add that there has been entirely too much emphasis on the critiques in this Course, so much so that it has tended to detract from the substantive impact of the speakers. I would suggest that it be less elaborate and condensed to working on it for about two hours.



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4. I feel that Mr. Kirkpatrick should meet with the class for an hour or so before [REDACTED] This could be done at the Thursday introduction at which time he could cover the topic of his first presentation. Then perhaps it would be a good idea to have one knowledgeable individual cover the complete organization of the Agency the first Monday as an introduction. Mr. Kirkpatrick would reserve his subsequent remarks for a period at the end of Part I. This would allow the class to pose questions based upon the various other speakers' remarks.

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[REDACTED]

interesting and appropriate, but it was confined to Vietnam. Generally I would say that the DDP portion of the Course, by far the greater part time wise, should be tightened up.

More lectures should employ visual aids.

The last-minute presentation on CS organization was very valuable and should have come in the beginning.

The amount of time allotted the Clandestine Services was out of proportion to the value received.

5. Time Allocation Factor - The present arrangement of the Course seems to overemphasize the DDP with relationship to the other components. Additional (or a higher proportion) time is needed to cover the DDS&T and possibly the DDI, but to a lesser degree. For comparative purposes I have considered both DDP and DDS (certain aspects) to have been representative of the Clandestine Services.

Topic Coverage - Present arrangement is adequate with one or two exceptions. I think the topic of arms control and disarmament is of integral importance to the Agency and should be covered in terms of the current [REDACTED] and functions of it as well as its future impact should an era of life under a US/USSR agreement come about. I also feel that the DIA topic could be eliminated since I see no more reason for including it and not NSA, for example.

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Topic Value - My main interest was in the DDP and DDS presentations.

Unusual Value - Mr. Cooper's presentation on the National Policy Formulation Mechanism.

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6. I do not believe that there were any subjects in this Course which should be omitted in future Midcareer training. Some presentations should be sharpened, some should receive greater attention, and certain additions could profitably be made to the program.

Some of my specific recommendations would be:

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a. An early presentation -- possibly by [REDACTED] - of the basic organizational structure of the Agency.

b. More time for the DDS&T formal presentations. There was simply too much material for Col. Giller to cover within his allotted time.

c. A general presentation on the over-all picture of paramilitary activity might be useful before the presentation of a specific case history within a given country. Both, however, should be included.

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d. More opportunity should be given for small groups to work in seminars with [REDACTED] I felt that there was a lot of know-how here into which many of us had inadequate time to tap.

e. It would be useful to have Mr. Kirkpatrick appear for a seminar session at the end of this part of the Course. He could probably resolve some of the seeming inconsistencies and provide answers to important questions which came up during this "Agency" part of the Course.

I feel that the subjects presented in this part of the Course which were of unusual value to me were generally those of which I, as a DDI type, was lamentably ignorant. Communications, Logistics, Paramilitary Operations, TSD, and NPIC were mere words and initials to me before this Course. I have been with the Agency since 1951, and this is the first real "feel" I have ever been given for the Organization as an operating entity.

7. A major problem of this portion of the Course is the cramming into eight days of so many fact-filled speakers. After a few days a "blurring" effect, not entirely attributable to 3-15 and late hours, begins to set in. I suggest adding 2 or 3 days to this portion of the Course. (We might leave Thursday afternoon or Friday morning to allow for a slightly less feverish pace). I do not suggest cutting much, if anything, nor reducing the seminars. Instead I propose that there could be value in allowing for a half day more or less following the presentations of each Directorate. During this time the Course leader and Course members from that

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Directorate could review for the group what they consider to be the major points, fill in the blanks, and bring into the open any messy problems that the leadership failed to mention. This would allow for a certain amount of review and reflection and provide greater student participation.

I feel the greatest imbalance in the Course was that only an hour apiece was allowed for the presentations of ONE and Mr. Bross, while Commo, TSD, CA, etc., had at least as much time or more. The nature and importance of estimates and Mr. Bross' activities should receive more time. Specifically, I recommend an evening seminar in which estimates and policy formulation could be considered. Mr. Cline and Mr. Cooper could be included for the over-all view and the peculiar problem of getting the information to the right man. ONE could be represented by a board member, such as Mr. Smith or Mr. [REDACTED] plus one of the staff chiefs. Almost certainly, if candor ruled, numerous intra-Agency and inter-agency problems would come to light.

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Other comments as follows:

Mr. Bross should be allowed more time. He is unique and his decisions will affect us more than any other single person in the Agency.

Suggest that the CA portion be tightened; hopefully, more specifics should be included, considering the tremendous amount of money involved in CA. Conversely, time taken away from CA could profitably be devoted to what [REDACTED] does and possibly FI. They both got seriously short-changed in this session.

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Would it be possible to get a couple of senior types from TSD and DDS&T together for an evening seminar? Such a seminar, particularly if handled the way the Saturday night TSD seminar was, would be useful. The two components should be enjoined not to bring all their Division Chiefs; I feel we are more interested in a seminar-type of program in the general approach to R&D, Science, etc., rather than in specifics such as that the Russians build a dandy SR-1 set.

No organizational charts please.

8. The field which was the most valuable to me was the description of operations overseas in DDP, DDS&T and DDI. I had a fair idea of Headquarters, but did not know much about the field work.

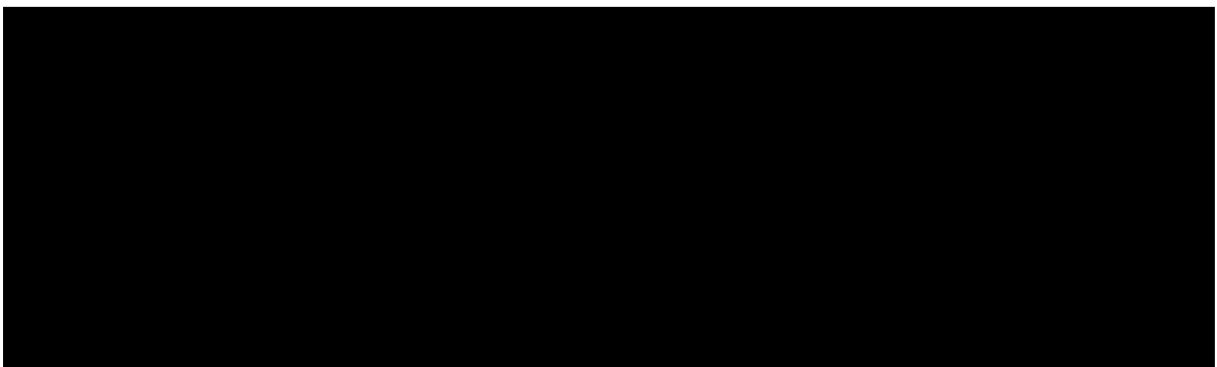
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I was rather alarmed at first about the amount of information we were given -- not just the information on sensitive subjects but also the information on equipment, to strength and budget. I finally decided that so long as the quality of the students is high and they really are "mid-careerists," the benefits will over balance the security dangers. However, if this Course ever becomes filled with "dead enders," there is an unnecessary security danger. I believe that the Office of Training should have the right to review nominations and reject students to prevent this from happening. Several of the students in the class did not know much about COMINT. It was mentioned frequently, but there was no lecture on the subject. I felt that someone from FI/D should have spoken, or perhaps someone from NSA.

The amount of time spent on the organization charts varied from speaker to speaker. In some cases it was overdone, and in some cases it was not done at all. I do not feel that there is any solution to this. I do not feel that having one talk on over-all Agency organization is the solution. Even when a speaker spent a lot of time on organization, it was valuable to me because it gave an insight into the speaker's way of looking at functions within his organization.

9. Mr. Chester Cooper - The National Security Structure. The presentation on the National Security Structure given by Mr. Cooper could, it is suggested, be more usefully produced as a formal classroom lecture rather than as a seminar discussion. It is believed the interrelationships could be more lucidly established by this method. It is, therefore, suggested this subject be placed on the formal classroom lecture schedule and removed from the seminar schedule.

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██████████ - Major Problems Posed by Soviet Intelligence Services. It is believed Mr. ██████████ presentation could profit by additional time. This subject was of interest to a high degree and revealed information directly useful and profitable. In view of the currency and breadth of Mr. ██████████ information together with its pertinency to our work, it is suggested that the formal discussion on this subject be followed

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Mr. [REDACTED] - Security: A Primary Consideration in Accomplishing the Mission of CIA. This timely subject is a topic of deep interest and concern to the Agency. Although Mr. [REDACTED] presentation was authoritative and of considerable value, it is believed additional information on this subject would be of genuine value to the Course. It is suggested, therefore, this topic be given additional emphasis and this presentation be increased from the present one hour and fifteen minutes to at least two hours. It is believed the high degree of student interest in this subject together with the serious nature of the subject warrants this increase.

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DDP Comments

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1. In some cases, time given to various areas seems disproportionate. Mr. [REDACTED] gave less information about FI than on CI and CA, and there was no special FI speaker, although there were four CA speakers. Rather than having such a long briefing on the whole of DDS&T, part of their time should be devoted to a discussion of OSI by a top OSI official.

As to the question of whether all organization charts should be given at once, I would vote against such a system. The charts would have no meaning when divorced from a description of the organizations they represent and would be quickly forgotten. I think the speakers should primarily discuss the functions of their organizations and the problems arising from these functions; the charts and boxes (which will soon be outdated anyway) should only be mentioned to illustrate the functions.

I should like to criticize the critique concept itself, at least as represented by Part A of this critique. My objections are:

a. The criteria for judgment are not clearly established and cannot be without ultimately limiting the spontaneity of the presentations.

b. Speakers should not be criticized on the basis of one appearance; sometimes at the end of an exhausting day or in the presence of their superiors.

c. The idea of criticizing top officers is too heady a one for some students; comments, I suspect, will often be narrow, opinionated, and unfair. If such comments are taken seriously at top levels, they may

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affect the careers of otherwise able officers. And in the not very long run, they will discredit the Course itself.

I would suggest that personal evaluation and invidious comparison be eliminated by giving students instead some general problem on which to write a short essay. Examples might be:

- a. What are the three most serious problems facing CIA as an Agency?
- b. What single change would be most beneficial in CIA?
- c. What element of the Agency -- aside from your own -- is most effective? Why?
- d. What are the causes of poor Agency relations with other agencies? What would you suggest to remedy these problems?
- e. What is the most serious weakness in the Agency?

A choice of one among several subjects might be offered. If desired, then those writing on each of these subjects might meet in seminar session, reading and criticizing each other's papers. I take a somewhat dim view of anonymous criticism, as a general practice. In this proposed way criticism would be open and subject to rebuttal by those criticized.

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2. DDP Portion - As a DDP officer I feel that the basic organization, structure abroad and mission of the Clandestine Services was well presented and adequately covered. I would suggest that future coverage of the DDP devote additional time to giving the non-DDP members of the group a better understanding of how we acquire and handle agents and a basic awareness of agent psychology. JOT's receive lectures on agents and agent operations on a routine basis, but some of the more senior non-DDP personnel have over the years lost whatever feeling they may have had for agent operations.

DDS&T and NPIC - Although my present assignment has thrown me into fairly frequent contact with both of these organizations, I feel that the information on their respective activities which has been presented during the Course has been and will be of considerable value.

DDS - I think too many of us tend to take the Agency support services for granted except when something goes wrong. The lectures on the DDS gave me a much better understanding of the complexity of the DDS operation

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both at home and abroad, and this in turn tends to allow for a much better and broader understanding of the size and power of the Agency as a whole. I think this segment of the Course is about the right length, and I would not suggest any changes since the DDS is covered in as much detail as non-DDS officers can hope to comprehend in such a short period.

3. I have learned more about the Agency and the Intelligence Community, or have been presented the opportunity to learn, at least, than ever before in more than ten years of service as an operations officer in the DDP. Because of the weaknesses of the DDP presentations and the overwhelming, almost spectacular nature of the NPIC and DDS&T contributions, one, as a DDP'er, could come away from this Course with an inferiority complex. However, in my case, I am convinced more than ever that the DDP has a vital, and almost exclusive, contribution to make to the national security and intelligence effort. I believe this Course, or this portion of it, more accurately, will permit me to make a more effective contribution in turn.

4. Some general comments of the first eight and one-half days are in order. The Course so far has been of great value to me because it has given me a better picture of the Agency's organization, operations, problems, failures and successes as seen by top management. This knowledge will not only be of value to me in that it will make me a more effective employee, but it will also make me more understanding and dedicated. In summary, I have gained knowledge which should profit the Agency. The Agency should also profit from the "feedback" gained by the high officials who lectured in the Course and/or participated in the evening seminars. They may gain new ideas or they may find that employees have not fully understood the reasons for programs, relationships, decisions, etc. In either case intelligent management and CIA should profit.

The amount of time given to the various subjects is well balanced. I think, however, that perhaps time should be given to FI/D and that certainly more time should be given to Counterintelligence. The additional time for CI should be devoted to a broader coverage by the Chief of CI Staff or one of his key people. I would not cut out the present CI presentation which is very good.

There seemed to be a tendency on the part of some speakers to gloss over their problems and to limit their discussions of plans for the future. Problems and future plans and programs are of value and interest, and speakers should be encouraged to cover them.

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The first part of this Course has been excellent. This has been made possible to a great extent by the excellence and high standings of the speakers. The facilities have also helped to make the Course a success.

Too much time is spent on organizational charts. The suggestion of the Chief Instructor to have such matters covered by one person is a good one. The first day of the Course is suggested.

5. I considered every subject presented in Phase 1, except those described as failing to meet prescribed objectives in Part A, is appropriate as to context and time. In addition, I advance the following comments for consideration:

a. An hour on Cover mechanisms in the Agency and events involving mishandling, good handling and pertinent incidents of interest to the Branch. 25X1A

b. An hour on functions and projections from [redacted] to include proposed responsibilities and capabilities of [redacted].

c. A discussion involving the Command Relationships Agreement and the role of the Agency and Agency officers in the event of mobilization or implementation of the CRA.

d. Issuance to each student of an Abstract of the lectures for review at his office whenever he uncovers a need for it, whether for liaison, advice or operational implementation. Of course, his own notes should serve in this capacity, but an abstract would be more accurate and probably neater.

6. On the subject of the Agency as a whole, and its role in the Community, Kirkpatrick's presence and frank discussion put this in good perspective, and he spoke with the authority he has to give definite comments and opinions which we sought. The subject of his morning talk was misleading, though, for he devoted most of his time to the history of the Agency, a worthy topic in itself. One wonders if Kirkpatrick can predict with any confidence more than the general outlines of the next five years for CIA. Abbot Smith adequately covered the subject of ONE and the NIE.

On the subject of the Intelligence Community, Kirkpatrick's review was admirably concise and suitably informative, though John Bross' equally effective presentation suggested that there is more of a bit of the jungle in



intelligence coordination that Kirkpatrick indicated. This would be an interesting difference to resolve.

On the National Security Structure, this was not suitably elucidated. Cooper's view was too narrow, rather bound up in his own role and that of the Agency. A systematic approach would have helped; Cooper's impressed me as rambling unnecessarily. For the future, an evening seminar on this subject with Kirkpatrick chairing it might be of value.

On the DDP, it could have been better coordinated, given a broader coverage of activity, and been more detailed within that broader coverage.

25X1A a. The leadoff presentation by Helms or [REDACTED] should be more expansive and more detailed, perhaps two hours long. It would be a treat to have Helms as another of the great personalities of the CIA.

25X1A b. [REDACTED] activities could be given less time; [REDACTED] (a disappointing speaker) could be dropped and his lecture combined with [REDACTED], with 25X1A [REDACTED] as the second speaker.

25X1A c. CI functions could well receive more treatment. The lack of anything more than [REDACTED] brief comments on the CI Staff was a personal disappointment, and an elucidation of its activity and concerns should be of vital interest to all in the Agency. [REDACTED] clearly should return. It would be of considerable interest to have [REDACTED] chair a panel on CI one evening with a senior and articulate CI Staff man and 25X1A [REDACTED] participating.

25X1A d. PM should clearly remain in the program in a broader way. John [REDACTED] would be an excellent man to present it, unquestionably, although it was regrettable that his formal presentation in this class did not reflect the worthy concern which the closely-joined discussions with him in 3-15 have reflected.

e. TSD's role may have gotten more attention in the current Course than was warranted. With a snappy speaker (a [REDACTED], a grand success in the seminar, was hampered by his stuttering in the afternoon), 25X1A an hour might suffice for TSD.

f. As others have noted, liberal use of cases to illustrate points of doctrine, tradecraft, etc., should be encouraged of DDP speakers. It might also be of interest to non-DDPers to have a more formal inclusion of the activities of the FI case officer, particularly since realistic formulation of requirements revolves around an appropriate understanding of the role the FI agent can and cannot play.

On the DDI, it seemed well taken care of with presentations on the DDI by the DDI (his night seminar is a fine idea) and also on OCI, ORR, and OO/Contacts. I doubt that [REDACTED] is worth an hour, despite the skill of [REDACTED] presentation. NPIC is worth all the time Art Lundahl can spare.

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On the DDS&T, Giller's afternoon presentation gave all that I could usefully absorb. Strong consideration should be given to eliminating its evening seminar in the absence of a strong controlling figure and some specific ideas preceding the seminar. Joe Becker gets high marks and should return.

On the DDS, its point of view seemed capably and well represented and was consistently interesting. Finance and security were the highlights.

Speakers have made it clear that the DCI is a strong, effective, and well informed person. This impression, not readily available at lower levels, is most encouraging in terms of confidence in the Agency.

The Agency as a whole seems, to its chiefs, to be well managed and well motivated, if not without problems of coordination and jurisdiction. One has the feeling that this is the most extraordinary organization in the U.S. Government with its emphasis upon skill and quality and its eagerness to move into new areas of thought, research, technique, and effort.

The value of having the first two weeks of the Course [REDACTED] shows clearly in the personal relationships which have quickly developed and in the exchange of ideas and experience which is as wide as one chooses to make it. Certainly, as was discussed on Sunday, the friendships made here will stand us all and the Agency in good stead in the future.

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The presence of a senior DDP [REDACTED] chief as a fellow student has added greatly to the breadth and quality of the give-and-take at 3-15. It would seem worthwhile to include a similarly placed and experienced person in succeeding classes.

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The personal impact in terms of new understanding of the Agency's direction, capacity, concerns, and leadership has been extraordinary and should be reflected in sharpened and aware future performance. James Bryant Conant has said that "education is what you have when you have forgotten everything you learned." So it will be with this Course; the facts may fade, but the education will be permanent.

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7. Frankly, more time seemed to be devoted to the DDP aspects of the Course, but less general understanding resulted from this exposure. I think a period of time should be devoted only to the organization of the Directorates, perhaps on the first day away from home. This would set the stage for the next eight days. But back to the DDP problem, Mr. [REDACTED] did a most forthright job of setting out the problems, but there was no follow-up other than [REDACTED] and TSD. There is so much of all we have been exposed to that time should be spent in bringing it all together. The presence of [REDACTED] was fortunate; he laid many myths to rest. I feel this presence of a senior DDP'er is most valuable. If it can be continued, it is worthwhile from many points of view.

I believe Commo's presentation should be moved into the time frame with DDP and other operational aspects of CIA abroad. After all, this is where Commo's service is based and provides the support.

The DDI presentations as a whole were most cohesive. Their focus on support of the policy makers was the most direct. However, I believe the DDI by its presentations stood off from the remainder of the Agency. Somehow we must reconcile the two parochial views, DDP and DDI. Hopefully out of this Course in the long run we will be able to do just this.

I feel most strongly that Mr. Kirkpatrick or the DDCI or the DCI should make an appearance after this portion of the Course. By this time we can ask some penetrating questions, and we should have the opportunity to do just that. While the Course in itself is meaningful to each of us, it might not be as meaningful to the Agency as a whole if we do not have an opportunity to pass on our queries at the end of the Agency presentation. As a matter of fact, at the end of eight days I believe we should have a seminar including senior representatives of the DCI, DDI, DDP, DDS&T, and DDS.

The amount of time devoted to each area under consideration generally appears to be about right. After all, within each specific presentation there must fall comments on other Directorates and this, to me at least, provides over-all balance.

Effective speaking and presentation and the lack thereof enhanced or detracted from some presentations. This is an area which could be improved.

On my part I believe the seminars were in general a most effective vehicle. By the second Tuesday the seminars had certainly indicated that reduced individual parochial views were now general. At last we focused as a group, not as single personalities. The use of members of the Course

as group leaders is an excellent technique and should be continued. In comparing general topic presentations I felt there was a ranking order of whose presentation was effective overall, namely:

- A. DDI
- B. DDS&T
- C. DDS
- D. DDP

This conclusion should not be allowed to be reached. All are equally important respectively in getting the job done. Hopefully action can be taken to make all nearly equal in the Course members' minds.

A tribute to the way in which senior elements of the Agency view this Course was demonstrated in the level of management who presented their views to us. This is most important and overrides any especial criticism of effectiveness of oral presentation. This interest above is sufficient to motivate each and every Course member. I hope the speakers will individually be told that their efforts individually and collectively were most appreciated. By the end of a week we had been provoked. We had been energized (although tired by this time) and we were being critical in a constructive sense.

As one general comment, it appeared that some speakers might have been better briefed on who we were, why we were here and what level of clearances was held by the group as a whole.

I think it might help if speakers could arrive early and see the class in action. In this way they will certainly have a better feel for this audience and hopefully they would appreciate that the questions posed are honest attempts to seek answers to problems.

In the main, I felt most speakers avoided the areas of:

- a. What problems do we have?
- b. Are there practical solutions for the problems?
- c. Are there some problems which result from CIA being the type of Agency it is and therefore pose situations which are insoluble?
- d. Where do we go from here?

The very least that could be done is to identify problems handled in the past, describe the manner in which they were resolved, and comment on today's practice.

We may not have any solutions either, but at the very least we should leave this phase of the Course with the fullest identification of the problems that exist and some idea of the approaches being tried to find solutions.

At this juncture I can honestly say that I have a detailed knowledge of what the Agency is, how it is organized and what it is doing. No doubt in my own mind I have identified problem areas. Hopefully an opportunity will be given to face a panel of senior officers with the problems and discuss ways of coping with them in the future.

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8. I have found the Course, to date, an extremely well organized, effective and informative means of introducing to midcareerists a fuller understanding of the Agency, its role in the Intelligence Community and the interrelationships with other Governmental agencies.

In general, all of the topics covered were of value to the midcareerists. However, I felt that the following were of special significance to me and were the highlights of the briefings to date:

- a. All topics covered on the first day of the Course
- b. Developments in Photographic Intelligence
- c. The Role of Science and Technology in CIA
- d. Evaluation of National Intelligence Programs
- e. Technical Communications Development

I was slightly disappointed in many of the Clandestine Services presentations since there appeared a definite holding back of information of interest and value to this group. In addition, it is recommended that FI operations, CI operations, and the functions of [REDACTED] and some of the [REDACTED] functions be included in future courses.

I was also slightly disappointed in some of the top-level speakers who tended to present a very rosy picture of interdepartmental relationships. A more realistic view of the situation along with their thoughts on means of increasing rapport and creating a spirit of teamwork in order to produce the best possible National Estimates would have been helpful to us. These thoughts and views would also serve as guides in our day-to-day operations at our working level.

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9. One of the principal faults of most of the speakers was that they dwell too much on organization, history, or general statements of function.

Too little actual thought has been given to the future of CIA and its component parts. Most midcareerists have been around long enough and have had experience enough to dispense with recitations of the past. We also could do without the dissertations of beaurocratic structure. If the basic concept of the Midcareer Course is preparation for future advancement of individual officers, then we should be stimulated to considerations of future (and to a lesser extent current) problems, tasks, and objectives.

It appears that the DDP presentation should be greatly augmented to properly present the activities and wide range of skills incorporated into this major component. False ideas of security or modesty should not prevent the DDP from making a better effort to improve its image and present a modest public relations effort.

#### DDS Comments (Including O/DCI)

25X1A 1. The topics or fields appeared to be fairly well distributed between the major components of the Agency. However, having worked in support of DDP operations for a good number of years, I believe that there is an important job being done at the area Division level in DDP and that somehow that word didn't get across other than through the discussions by Messrs. [REDACTED], and the latter spoke only of an overseas operation. I could sense a desire on the part of some of the students from the other major components to lock horns with a knowledgeable DDP case officer, so to speak, with whom they could compare notes. This need not be a "Division Chief," but perhaps a Deputy Chief or even a "live wire" Branch Chief who could speak their language. Two recommended speakers in this regard would be Mr. [REDACTED], NE Division, and Mr. Robert [REDACTED] WH Division. Both of these individuals are overseas at the present time, but perhaps they could be sounded out for future courses.

25X1A I have indicated earlier the topics or fields of unusual value to me, so I will not repeat them here.

25X1A I might mention here that the trip to Langley Air Force Base and subsequent visit with NASA officials was a most welcomed interlude. However, I did not think that the presentations in themselves were up to the level of those to which we had been exposed thus far in the Course. On the other hand, considered in the light of "additional Exposure," it most certainly was not a waste of time.

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I believe that the presentation by Mr. Fuchs could be shortened by approximately fifteen minutes and the time used to advantage in a longer question and answer period.

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2. DDP - This topic could have been expanded upon. My over-all impression of this area is one of the Clandestine Services being reluctant to "lay the cards on the table." If there were more of an appreciation on the part of the CS participants to realize they are briefing Agency personnel, their presentations would have come off a little better. In other words, they should be more candid. I suggest that there be a definite session devoted to the subject of "Communications Intelligence." This subject was referred to, alluded to, and specifically related to many of the subjects which came up in the DDI area, and this gap in the collection efforts of the Agency should be covered. Possibly a little more time could be spent on the DDP.

DDS&T - This organization leaves the impression of being somewhat disorganized. I had trouble separating fact from fancy. The scientists had trouble differentiating from what is "on-the-shelf" and what is a gleam in their eye. There was enough time spend on DDS&T.

DDS - This portion of the program is the most familiar to me, but it still kept my interest because it was generally well presented. I came away with the feeling that the DDS components participating in the various briefings were the best prepared for their subjects and zeroed right in on the needs of the students.

DDI - This is the area where I learned the most. I particularly enjoyed the evening seminar devoted to this subject.

A final session in the Course with all of the components represented at a panel would be very interesting.

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3. The topics concerning inter-Agency relationships and intra-agency relationships were of greatest interest in that order. I feel that as much information as possible should be given in the Midcareer Course in these areas because these seem to be fields which become of more and more importance as one's career progresses. Included in the above, of course, must be our relationships with the White House and our part in policy formulation. I feel that the contributions of Mr. Bross, Mr. Kirkpatrick,

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Mr. Cline, Mr. Cooper, Mr. Lundahl, and the representatives of the Deputy Directors who could not be present met this requirement splendidly. There were some areas where greater depth in detail would have been beneficial, and if this is possible for subsequent courses it will make an extremely fine course even better.

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Of no less interest is the Clandestine Services. I would like to have had the opportunity to have heard a speaker from FI Staff and from a representative of [REDACTED] who would give a picture of their over-all PM activity. These speakers could be programmed in lieu of one of the CA Staff speakers and possibly work the other into an evening seminar schedule.

All in all I am of the opinion that the program is excellent and would like to see the program lengthened by a few hours rather than sacrifice any of the speakers and/or topics.

Please make every effort to get a qualified representative from DIA for the next class. A good solid presentation of DIA's place in the Intelligence Community appears to me to be a must proposition.

4. High point - NPIC presentation. Most informative, enlightening, and gratifying to me as a member of CIA and a U.S. citizen. A privilege! Leave it as is.

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CA Staff time - Too much time devoted to it. Have FI, CI, CA Staffs give short presentation and then sit in evening session with Helms or [REDACTED]

Reduce the number of evening sessions with the full class in one room. Increase the seminars of ten students.

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The SR presentation [REDACTED] would be improved by presenting case studies. Some information on these "spy" stories came out in the questioning period. Devote the time to the lecturer's review of several cases (operations) - what was good, what was bad, what we got, what went wrong.

Re the Office of DDI, suggest that their time (except Mr. Cline's) be used for short presentation by some of their speakers, followed by a joint evening session.



S&T Evening Session - Eliminate this completely. It will not be missed.

See no need for senior lecturers to devote most of their time running through their organizational charts. A more junior type can do this, or we can simply review a particular chart in the reading time at the start of the day. In this way, the Clines, [REDACTED] Wheelons, etc., can devote their time to more specific problems, and probably more interesting and informative ones than organizations.

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It seems to be the rule to present the "broad brush" approach to each of the subjects. A specific case study or recount of particular instances would cover the subject matter in more detail, in a more interesting fashion, and still accomplish the purpose of providing information on their general activities.

5. The topic that made the greatest impression on me was the work performed by the NPIC. This was a field completely new to me, and I heartily endorse continuing if not expanding the presentation.

I was greatly disappointed in the presentation of the Covert Action program. I believe that the presentation of the Clandestine Services should incorporate this subject and the evening seminar devoted to a Clandestine Services Staffs group including the representatives of the CA, CI, and FI Staffs to apprise the group of their functions and discuss these activities.

The vast and fast moving fields of Technical and Scientific Intelligence gave me the biggest problems. I had difficulty understanding the language used as much of it I had never heard before and therefore had to acquire some sort of aptitude to know what was being discussed. I must say I have been exposed to a field which has been very impressive.

I was disappointed in the DIA participation. I felt that had this presentation been given by a civilian it would have left a better taste in my mouth. If future courses continue to have a disappointing participation by DIA, I recommend a tour of one of the bases as an alternate.

I thoroughly enjoyed Mr. [REDACTED] presentation of the RIS, and I believe this would make a very interesting subject to discuss at a seminar.

I enjoyed the majority of the seminars, but I think they should stop at 9:00. After having been seated all day and then to sit for more than 1 1/2 or 2 hours at night, a person is too tired to think clearly.

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In my estimation, of the four Directorates, the presentations given by the DDS components were the best. They were organized, supported by charts and visual aids, and the speakers were good.

6. I consider Part A of the Midcareer Course No. 3 to have been a well thought out and presented series of lectures describing the Agency and other components of the Intelligence Community. Although I have been associated with the Agency for 13 years, my Headquarters assignments and 9 years overseas have never resulted in an opportunity to encounter and profit from material even approaching the value of that presented during the past eight days. With some exceptions, the subjects were essentially unknown to me except superficially. Therefore, I consider all presentations to have been personally useful to me, although in varying degrees, naturally. The DDI and DDP portions were particularly beneficial, although I think that the DDP portion should be expanded both in depth and breadth.

**Suggestions for future courses:**

a. A lecture by Mr. Cooper, not in the form of a seminar, following an initial DDI organizational presentation might provide beneficial information.

b. The Office of National Estimates might also be more logically placed after the initial DDI presentation. I didn't really place or understand the ONE task, i.e., method of functioning, until the OCI and main DDI presentations had been made.

c. [REDACTED] presentation on the DDP should be made a formal part of the next Course and should appear as either the second or third lecture.

d. During the DDI and DDP presentations a number of questions occurred to me that were obviously quite simple and not suitable material for presentation to a Deputy Director confronting a group of midcareerists. I suggest that an evening students seminar be scheduled early in the Course after early student introductions have been made. Considerable information is available directly from the class resources and the habit of working together could be established more easily almost immediately.

e. War Planning and Contingency activities involve considerable effort overseas [REDACTED] and in some Headquarters Staffs. This effort does not appear to be widely appreciated in Headquarters on

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the lower staffing levels. Perhaps a presentation on this subject including [REDACTED] and an expansion on the ideas behind [REDACTED] would be useful.

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f. An [REDACTED] presentation, especially if based on some past concrete examples (from [REDACTED]) would provide additional examples of many sections of the Agency being tasked and working together toward single goals with the coordination of a separate group [REDACTED].

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During all of the seminars, both with and without guest speakers present, an inordinate amount of time appeared to have been devoted to student ideas on remaking or at least modifying the Organization. Although the obvious point weakly emerged finally, I think that it should be raised in the beginning by one of the first speakers: The Agency exists and is functional; midcareerists should learn to exploit fully the present structure and capability before discussing changes. (A good professional requires a few tools; the inexperienced or poor professional cannot produce results regardless of the facilities provided). The relationship of the DDP and the DDI was discussed at great length after only the DDP presentation had been made; the DDI series of lectures were yet to come. Even as this critique is being prepared, the material presented has not digested. I suggest that the material will not be completely assimilated until some months or longer after the Course has been completed. This process will also require returning to our offices and observing them and their functions with respect to our new knowledge recently gained. Only at a later date should students attempt to ponder the possibilities of improvement.

The Agency's return from its investment in this Midcareer Course may not be realized for some years. However, our profit has already begun in the form of perspective and the provision of a new tool: acquaintances throughout the Organization, all at the same general level. My only general recommendation is that even more material of every type be presented and in as great a depth as possible. Superficial coverage is useful to identify a field of activity - only coverage in depth can provide understanding.

7. First, I am impressed by the content of the Course and the spirit of the students. Comments that I have at this stage of the Course are in the nature of an effort to contribute helpfully to a going Course. Second, I am aware that scheduling, weather, and transportation play an important role in the sequence of speakers and the timing of events. My comments, however, must, in the nature of things, assume a ready speakers, a blue sky, and a punctual plane.

The Course could use more variety. Sitting through talks morning and afternoon, day after day, tends to shine my pants, not my mind. The evening seminars, on the other hand, have tended to be effective because they offer physical and mental variety. I believe that variety could be injected into the Course. The students could be asked to participate more, and the subject matter could be organized to give a change of pace.

Let's look at the first suggestion - student participation. Each student be asked to give the MOF (Mission, Organization, and Function) talk for his office. A ten-minute talk, perhaps. The student would be warned before the beginning of the Course so that he would have time to prepare an official version, if that is what his office wants, and to practice the talk. The MOF talk would be given during the appropriate phase of the Course, perhaps just before the main talk on that office. In addition, each student would be asked to contribute one written paper on some phase of the Course related to his particular specialization. These papers would come out one at a time during the Course and not be in the nature of class assignments. The papers could be used to inform the class, to serve as a basis for seminar discussion, and to discuss a point in dispute among the class members.

Let's look at the second suggestion - pace. Accentuate the present organization of the Course around the major problems of intelligence. Let these major problems serve as multiple focuses for the Course, and let the focus be brought out by broad-gauge talks, such as Bross on Coordination. With this general introduction, talks on case examples might follow to point up and illustrate aspects of the general subject. The case examples will probably turn out to be presentations of particular offices. One student might be asked to present in written or oral form a case example drawn from his own personal intelligence experience. A general seminar might end the discussion of the basic problem.

The effort to break up the iron pants morning and afternoon sequence of talks might call for a discussion at 3-15 after lunch instead of in the classroom. The evening session need not be a seminar. How about a talk? Talks were given in the evening under seminar titles.

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DDS&T Comments

1. I believe that the general topics covered in the first eight days had real meaning and balance. I don't believe that any more could have been covered without making any one topic too general.

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2. The DDS presentations were of specific interest to me in that this Directorate is often taken for granted and assumed to be a relatively mundane element. This brief exposure has whetted my curiosity and sparked a desire to become intimately familiar with those offices responsible for the background success of OEL operations.

The DDP has always impressed me as sort of an Ivy League group. If you don't belong, you're out, or only allowed fringe participation. Meeting and associating closely with DDP Midcareerists here, away from their ivory towers, has largely destroyed this concept. I sincerely hope I can retain this objectivity; at least there are now anchors in Divisions I was literally afraid of, better, cautious of. This "group therapy" effect was totally unexpected, and most salubrious.

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3. The general organization of the Agency, its internal workings, its methods of tradecraft in the field, reporting responsibilities, and its impact on other agencies and national policy were well developed for essentially one week's effort. I'm sure that there has been a general broadening of our outlook. Procedurewise, I feel the Course presents a collection-oriented philosophy in intelligence. In sum, the main thrust has been that collection is the thing and the analyst has the job of figuring out what the take means, and he is never right because he is not in the field. This may be overstated, but I feel, for example, that the dynamic or the spiraling quality of intelligence shows a much greater relationship between collection and production. Production to meet consumer needs shows up gaps in our knowledge which require collection attention through various means, technical, human resources, research, etc.

Along the above lines, intelligence production problems should probably receive the same emphasis as field problems. The NIS program, for example, was only mentioned in passing, but here of course is a very large share of production which consumes a major share of analytical talent and stimulates a large share of requirements. The NIS program is being reoriented to better serve policy makers' needs. The large part played by the technical committees of USIB, likewise, has not been brought out at all. These latter groups form the national policy on technical matters.

The most valuable presentations to me were those of Kirkpatrick and Bross. The Intelligence Community and the pooling of resources and the mechanisms we live with are not only interesting, but data on these are essential to doing a good job.

There are only two areas which I think could stand some reconsideration. First, as a policy, I would try to allow as much time for presentations as for questioning. A disparate group such as ours has wide interests. The speakers could incidentally profit from living with the class for a day preceding their talk. Second, as a policy, I would include a station chief or two in each course as students. The reason for this is the obvious profit the class has received from living with Mr. [REDACTED].

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As suggested subject matter for future courses, a presentation of the workings of DIA with the Services would be worthwhile. One or two sessions could be concerned with actual substantive problems, such as the Chinese nuclear energy program, the Soviet BW program, the Sino-Soviet rift, etc.

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**PART 1**

**MANAGEMENT PHASE**

The Management Phase of the Midcareer Course elicited comments which focus on four basic questions.

1. The first is why have this phase at all. It was generally agreed that there is a good argument for exposing a Midcareer officer to some principles of management. This is in line with the underlying philosophy of the Midcareer Course in all of its themes and phases that concept and approach rather than instruction or pedagogy are involved and that a mature mind will be stimulated by this exposure. A more complete course in management of a week or ten days or longer could be pursued after this Course is completed as a possible part of Midcareer Program.

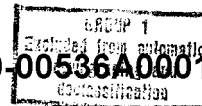
2. The when question of this Management Phase also was commented upon. Most seemed to agree that the end of the first two weeks was appropriate for this three-day segment. One interesting argument, however, suggested placing this phase immediately after Mr. Kirkpatrick during the first week. This would perhaps prepare the students to relate management principles to the specific Agency problems which are then discussed. There was considerable agreement that management should not be taught in the abstract but in terms of such specific problems.

3. The how question of management presentation evoked rather unanimous agreement. Group participation was the most successful technique but the evening session with Agency officers the least inspiring because of its disjointed nature.

4. The final question was who should best give this Management Phase. Again it was rather unanimously agreed that the speakers from outside the Agency [REDACTED] should be continued.

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## MIDCAREER COURSE NO. 3

### PART III. WORLD AFFAIRS

#### Summary of Critiques

This final phase of the Course was generally ranked second to the first phase in terms of student interest. As before, the most enthusiastic reception was given to those Government officials most closely associated with the actual ebb and flow of foreign policy. The interest in the field trips remained high, and these were felt to be extremely apt supplements to the Course.

A new technique of student participation was introduced into the last two weeks. The group was broken down into three seminars each of which was responsible for commenting on the material covered in one of the two-week segments. This forced the participants to consider the issues raised by the Course and gave them the opportunity to provide some rather interesting presentations for each other.

#### 1. Frank K. Sloan - "Problems of National Security"

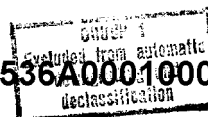
This presentation was informal as well as informative and clearly described ISA in the general context of the DoD and its policy. Mr. Sloan's broad experience permitted comprehensive discussion of the subject.

#### 2. Visit to National Indications Center

This trip generated only moderate enthusiasm. The presentation tended to be too routine and the speaker meticulously avoided using concrete examples.

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3. [REDACTED] - "American Problems in Understanding Foreign Cultures"

Generally considered one of the most interesting and significant presentations of the Course. In his lively, professional manner, [REDACTED] vividly related anthropology to the modern social processes with which intelligence must be concerned.

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4. [REDACTED] - "The Effect of Sino-Soviet Relations on Other Communist Parties"

A view of this vital subject by an extremely competent thinker from the academic world was considered a good complement to this much discussed general area. There was one suggestion that Mr. [REDACTED] could better exploit his broad grasp of his subject through a seminar presentation or roundtable discussion.

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5. [REDACTED] - "Developments in Soviet Foreign Policy"

Generally considered quite satisfactory, Mr. [REDACTED] presentation did lack some of the sparkle that only more direct personal experience in such an area of policy formation can provide.

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6. [REDACTED] - "U.S. Government Activities in International Organizations"

This presentation was appreciated for its substantive insight as well as the very personal involvement of the speaker in his topic.

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7. [REDACTED] - "Chicom Foreign Policy in Historical Perspective"

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Mr. [REDACTED] handled this subject with poise and a vast number of pertinent factual observations. There was some feeling, however, that such a broad topic should be given either more focus or more time.

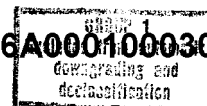
8. Allen W. Dulles - "The Changing Role of the U.S. Intelligence Officer"

One of the most appreciated sessions of the course. Unanimously considered a rare opportunity for discourse with a truly historical figure and a very warm personality.

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9. Phillips Talbot - "Current Problems of the Near East"

Mr. Talbot provided a clear and factual presentation of State Department policy on this area. It was felt, however, that he too fastidiously avoided committing himself on anything new or controversial.

10. Col. Robert N. Ginsburgh - Concepts of Military Strategy"

Generally unfavorable reaction because of his lack of first-hand information as to current developments in this area.

11. W. Averell Harriman - "Prospects for American Foreign Policy in the Immediate Future"

Enthusiastically received as one of the most valuable presentations in the Course. Mr. Harriman's warm feelings for the Agency allowed him to discuss rather confidential matters in candid terms.

12. Irving G. Tragen - "Current Problems in Latin America"

Mr. Tragen did a very competent job in treating a vast subject in a minimum time. This was the first general discussion of this area in this Course and it was well received.

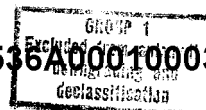
13. Lawrence Houston - "Congress' View of the Agency"

A worthwhile and informative talk on a subject of close and continuing interest. It was unfortunate that a Congressman could not be gotten for this presentation as some felt that Mr. Houston might be understating some of the difficulties in CIA/Congress relations;

14. Lyman Kirkpatrick - "Closing Remarks and Presentation of Certificates"

The final session was amplified by the presence of Mr. Kirkpatrick who presented the Certificates and made final comment in his usual dynamic manner.

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## MIDCAREER COURSE NO. 3

### FINAL CRITIQUE

#### DDI Comments

1. I have derived a great deal of knowledge from the Course in all three parts. Much of it will not be directly applicable to my work, but most if not all of it will be ultimately helpful in one way or another, particularly the fraternization aspect.

The seriousness of our business has been forcefully reiterated for me in much that I have seen and heard, and a feeling of the need for constant awareness of responsibility has been brought home again and again.

The perspective-broadening purpose of the Course was certainly meaningfully served. Particularly, a background has been provided against which to interpret decisions, implement action on inquiries and requirements which have heretofore had to be handled mostly "in the dark" in many cases, and provide some sensible orientation on matters and questions which crop up frequently among my associates in the course of day-to-day operations, interpersonal, interoffice and interagency relationships.

More personally, I have gained an increased sympathy for and sensitivity to many facets of Agency and Government functions and operations which formerly had too little meaning for me. Sensible propagation of this feeling I believe will serve to extend these benefits of the training to others who would likewise benefit from it.

The Course has been, for me, a broadening and thoroughly enjoyable experience substantively and personally. A most impressive factor was the competence and expertise evidenced by nearly all of the speakers.

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2. I agree wholeheartedly with the philosophy of the Course and feel that it should remain unchanged. For the most part the objectives were met.

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Part III tended to drag in that there was too much wasted time or un-programmed time.

3. I think that the Course was of great value. One can pick at individual presentations, etc., but the over-all Course certainly broadened my experience. Having worked in only one area apart from the rest of the Agency for my seven years, I have not had the opportunity to make association of the sort permitted (and encouraged) by the composition of the group. The materials presented in all the parts of the Course were mainly new and consequently of interest to me. Of great importance were the discussions generated among the group members. In this context being away really encouraged continual discussion.

4. Without assurance of the philosophical nature of this comment I would appreciate some elaboration of the comments made by the DCI last fall at the Midcareer Course kick-off session to the effect that this Course was (is) merely the first phase of the individual's Midcareer Training Program. While I recognize that this is not necessarily an OTR concern and is primarily a matter for the individual and his office to work out, I feel that a valuable service could be performed in this regard by OTR either at the end of each Course or in some programmed follow-up session. Perhaps the creation of a professional Midcareer guidance council is in order to assist individuals in steering a course which would assure that both the Agency, individuals and the Government as a whole are benefited.

5. The Course is somewhat too long and needs to be tightened up a bit, but it nonetheless has been quite valuable in many ways. It provided me with my first really comprehensive view of the Agency and with an opportunity to study and reflect upon current Governmental and international problems. The result of all this has not only broadened but also energized, and I believe that the organization of the Course should be congratulated on its over-all effectiveness.

I might, however, suggest a better utilization of the personal experiences of the class members. I believe that the following procedure might be useful: After the office chiefs have finished their presentations [REDACTED] a day might be spent in having each class member spend 15 minutes or so in describing his activities within his office and in answering a few questions about these activities. This would add flesh to the bare bones of the more general presentation of his office and would also provide a springboard for meaningful conversations with other members of the Course.

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6. Overall, I think the Course is designed effectively to provide the midcareerist with a better understanding of the Agency, the Government in general and world affairs. However, I feel that a tremendous amount has been thrown out and that there has been too little time for reflection and too little use made of the student resources. Specifically, I feel that the Agency part could be sharpened with representatives of each major component (DDI, DDP, etc.) in the class acting as a final catalyst in a panel, seminar type of discussion following the generalized (in some cases) remarks of the chiefs.

I am not certain how the students could be more effectively utilized. I think, however, that the more directed type of team effort, as done in the Management phase, is the prototype through which the student is forced to participate with fairly rigid guidelines and time deadlines that guard against the general bull session dominated by one or two persons, which was the case at times in the Brookings and Broyhill phases. Another thought on student participation is that the seminars might be planned in one or two day blocks which would provide a break in the flow of lectures.

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7. About four years ago I complained to my supervisor, "I represent CIA to domestic sources with whom I am in contact, and I know nothing about what CIA really does. Is there any way I can get such information?" His answer was sympathetic but lacked encouragement. Conceptually the Midcareer Course couldn't have fitted my needs better, nor could its actual organization have been more meaningfully devised. This Course has been of immense value to me, and I believe the substance gained from it to be immediately useful. I am pleased to have been in the Course and consider it of great and direct value.

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██████████ fine hand in arranging such a worthwhile and rewarding course is greatly appreciated as were the efforts of his pleasant and kindly helpful colleagues, Larry, George and Jim.

In short, I am delighted to have been in this fine Course.

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DDP Comments

1. The concept of a course for people in midcareer is a good one. I believe, however, that it should be more serious and have a higher degree of student participation. The schedule could be made more intensive in the last two sections, and the Course could be given more direction; for example,

by asking students to work on and submit at the end of the Course papers on selective topics or by having more instruction-directed discussions.

I believe that a principal goal of such a course as this should be to widen horizons and expose the students to views they will not hear in suburbia, the halls of Langley, or closed American communities abroad. We have a tendency to get ingrown. For this reason, I think [REDACTED] talk in Phase II was a high point; I realize that most others in the Course would disagree, but this is not a question that should be decided by majority vote. The exposure to the union point of view and to domestic U.S. social problems were also good from this point of view. I think this aspect of the Course is the one which needs most attention and development. A negro speaker and a representative of American business would be two desirable additions. More controversial matter might be included in the reading, drawing from people like Admiral Rickover or publications like New Republic, the New Statesman, or the National Review. Perhaps it would be possible for students to hear foreign speakers addressing larger audiences or see films depicting foreign views.

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2. I believe it will be some time before any of us realize exactly how beneficial the Course has been. Certainly an excellent and unique opportunity to pause, change pace and emphasis completely, and concentrate on a more intellectual and scholarly consideration of world and national affairs. I believe we all appreciate having the opportunity to attend the Course, and I personally feel that I have gotten a great deal from the material which has been presented.

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3. This is an odd request, since none of the speakers concerned themselves with the philosophic meaning of our various and collective activities. And this lack of a philosophical or intellectual view is an unfortunate omission in the Course program. It must be considered that the hurried pace of our daily routines leaves us precious little opportunity for subjective, introspective thoughts regarding our work. At midcareer point, it would seem that we were presented the appropriate settings and groupings and time for some intellectual exercise. Regretfully the opportunity was not thoroughly realized.

4. The Course was extremely well done, of great value to me; the subject matter was well covered, well balanced, and the Course would certainly be rated a real contribution to the employees and to the Agency. I personally enjoyed the entire six weeks, and feel that I will profit from the experience. A lot of thought and effort has gone into the construction of the Course, and I have no complaints.

The length of the Course seems about right. I enjoyed every minute, but will be glad to get back to work again.

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5. I feel that the opportunity for taking this Course was a real privilege and of exceptional benefit to me. I have a broadened perspective that can't help but affect my outlook on problems coming to me in the future. I see events now in terms of national interest, not from my previously narrower view.

Overall, the Course was well planned in content and time allotment, and accomplished its planned design of permitting a midcareer officer to be exposed to speakers, leaders and analyses of national scope and levels.

Again, I feel very fortunate to have been selected for this Course and potentially I have benefitted greatly from having taken it.

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6. These remarks are in part preliminary; an expansion should follow after a bit of reflection.

a. Is the philosophy of the Course properly worked out? What are we to bring away from six weeks, besides friendships with people in other elements of the Agency and a residue of knowledge? Six weeks seems too short if the Course is to be the main element of the Midcareer Program. Make it longer; give it more focus and depth; require more from the participants; and send them away with more.

b. The lecture system seems basically unsuited to the goal of leaving a lasting substantive impact on the participants. Why not take topics such as the Sino-Soviet dispute - [REDACTED]; listen to him for two hours, then break up into smaller groups with him and other comparably well informed persons directing the discussion in each group, and draw out each participant. Bolster the subject's impact by requiring reading in advance in which participants must report, but assign many different sources. Perhaps have one man in each group read a particular source and report on it to his group. In short,

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spend more time on important topics, perhaps in lieu of discussing as many separate topics, and engage the Course students more deeply in each.

c. In lieu of a part of the Brookings subjects, go to the Department being discussed. Spend a day at State, with a canned presentation and a chance (hopefully) to hear and see Rusk and/or others of similar levels while there. Do the same at USIA (for a morning, perhaps), and Treasury. Certainly do the same at Defense with a chance to hear substantive talks there and see a few personalities from the Secretary's office, from ISA and DIA. Do the same on Capital Hill. Sit in on some Senate debate; listen to a Congressman, then sit in on a committee hearing.

d. Include more on military activity, their side of Counterinsurgency. (Would pursuit of this subject make a good out of town trip, possibly to STRIKE headquarters in Tampa? I would think so.) We got very little on the military side of national and foreign affairs in the way of thoughtful and adequate presentation.

e. More on State's role, more on INR, more on the FSO's activity, more on the Ambassador, more on CIA's coordination with complementation of State action.

f. How about meeting midcareerists from State and the Pentagon to share experiences within the limits of security? This could be very interesting and could assist in some initial shedding of misconceptions.

g. Course managers - They did a good job, given the difficulty in pinning important people down to a schedule set well in advance. But it might be of value to have the Course managers be men of substantive experience elsewhere in the Agency, participating in the Course and its discussions as fully as their experience may permit and thus increasing the experience and expertise available to the Course. OTR might make such people, chosen for their past experience, available for one running of the Course and expect them to derive as much from it as they give.

h. Course scheduling - A difficult matter at best, but it would be valuable to have more to be done on an individual basis to use this time. The reading did not suffice in this running.

i. Make an aim of the Course to get a more systematic idea of the ability of each participant in standard ways not necessarily related to past job activity (writing, speaking, organizing, leading, etc.).



j. Draw more on the professional background and experience of Course members. Let the DDI people talk in specific terms about their individual careers, and similarly for others. Have DDP people give something on agent activities and situations, etc.

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7. The Course met my expectations and in fact exceeded them. I will look back on it as one of the singular additive experiences in ten years. This is true both as a result of Course content and student content. It was the latter that provided the catalyst throughout, and in fact if anyone failed to gain it was probably his own fault.

Having had this opportunity some four weeks short of departure for overseas may well provide immediate dividends. Few others I can think of will have the overall view we have now. Few others will know just how inextricably mixed are the broad areas we have examined. All of this should make my own efforts more effective in both the short and long run.

My own reaction, and I gather my associates to some degree agree, is that it will be more difficult in the future to be as narrow or parochial as each of us may have been when we began on 19 April 1964.

The Brookings phase is valuable and will continue to be so. It can be sharpened a bit, but not very much. One definite correction should be made in that discussion topics should be assigned for each group. As it was, we lacked the general guidelines on which to evolve meaningful comments.

Perhaps the most lasting value will be derived from the shoulder rubbing we have done with our associates. Our last discussion group presentations were a mark of just how successful the mixing process has been and how successfully the Course was presented.

Administrative support for this Course was excellent. I hope it will continue in this manner. If this becomes "just one more course," it will lose its value for the men at mid-career level.

Lastly, the frankness of almost all speakers was remarkable. This should be a prerequisite for selection. If they are not frank, we will know it, and the value to the Course will be zero.

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8. I sincerely believe that the Course attained its desired objectives, that of increasing our knowledge of the Agency, the U.S. Government, and

International affairs. Much of the success was due not only to the high quality of the speakers selected for specific topics, but to the enthusiasm and effectiveness of the Chairman and his assistants.

Since the present six weeks course must of necessity serve only as a basic familiarization course, it is strongly urged that consideration be given to extending the course to a six months course, thereby enabling the participants to explore these problems in greater depth.

If the Course is expanded, perhaps greater emphasis can be placed on the following:

- a. Management Principles - Techniques
- b. Behavioral Activities
- c. Intelligence Community members, their respective functions, problems and interrelationships
- d. Liaison with Foreign Intelligence Services
- e. Greater student participation by means of seminars, directed assignments on specific subjects; spending some time with various Directorates of the Agency, etc.

In addition, some of the future groups may find visits to the following places of interest:

- a. JMWAVE
- b. United Nations
- c. Offices of Congressmen, in small groups of 5 or 6 to see day-to-day problems
- d. 1/2 day visit to [REDACTED]

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9. I think the third portion should be beefed up a bit. Too much time was wasted or not used to full advantage. I suggest also that, to the extent possible, more "field trips" be arranged. After the first two weeks the so-called discussion groups served only as time-killing devices.

Other than the previous observations, I think the Course was a success and should certainly be continued; however, OTR should endeavor to maintain relatively high selection criteria and not concern itself with getting a fixed quota of students. The Course's greatest value was in providing a "change of pace" and giving us a chance to see and ponder a number of new aspects of CIA, the Intelligence Community, and the U.S. Government. The future courses should strive for maximum exposure on the broadest possible scale,

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and I would suggest, if practical, that the group might even go to an overseas area or base for a first-hand look at some of the critical areas of the world. This could be done by adding two weeks to the Course and using that time for a fast tour of selected critical foreign areas and for [REDACTED] This would be extremely helpful to those who have little or no chance to serve overseas.

DDG Comments (Including O/DCI)

1. This Course has been to me everything that I had hoped it would be. I knew before attending the Course that it was designed to broaden one's knowledge of the Agency, the various elements of the Federal Government and indeed the affairs of the world, not to increase one's specific skills. In this the Course has been successful. I have learned no skills, but without hesitation I admit that my horizons have been expanded. Likewise, I admit that my thought processes have been aroused to the extent that I feel compelled to delve more deeply than before into the daily realities of life for a better understanding of the world in which we live.

For certain the knowledge that I have gained, the human experiences that I have shared and the associations that I have made will prove more valuable with the passage of time.

I believe that the Course has achieved that which it was designed for and I have no significant criticisms to offer. It has been a little vexing at times, but on the whole I have been amazed at how smoothly it was administered, and of the uniformly well qualified speakers. It has been an enjoyable interlude, and I feel that I have really benefited from the program, even though there has been almost nothing that can be put to work immediately.

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2. I was particularly looking forward to the third portion on World Affairs. I was somewhat disappointed and feel that this portion could be beefed up. Colonel Ginsburg, for example, did not appear to be a good representative for military strategy. Perhaps representatives of each service should be invited to the lectures.

On the whole, it was very well done. I was looking forward to attending the Course, and I was not disappointed. I believe it is long enough in time, but not too long. The time is well divided.

I was in the class to be "broadened," and I feel that this was accomplished.

4. The Course is well conceived, programmed and administered.

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5. I recognize the value of getting to know the other members of the Course. The situation [REDACTED] provides this meeting ground. However, I recommend that the time [REDACTED] be limited to one week. This is enough to accomplish the purpose. If you continue the two-week period there, there is absolutely no good reason why it can not be interrupted by a free week-end.

One has the feeling of too much "togetherness." One wonders if this is not counter to the aim of the Course, i.e., the development of the individual. Following is a suggestion for consideration by the interested authorities:

#### Part I

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- a. One week [REDACTED] on the Agency
- b. One week or two at Broyhill combining the best of "The Government" and "World Affairs"

#### Part II

One semester at a local University pursuing a few courses of interest and value to the individual and his career service. Courses in Government and World Affairs would be taken by all. The individual would be free to take electives (schedule permitting) and audit certain lecture courses that might be especially interesting. I would include Psychology, Philosophy, Sociology as possible courses.

This sort of thing would be stimulating to the individual and provide a period of "Stop-look-listen" at an important juncture of his career. It would tend to permanently broaden one's interest, knowledge, and perspective which, I think, is what we are trying to do in the Course.

6. No criticisms of the Course. I believe this Course is excellent and should be continued. It has enabled me to obtain a better understanding of Agency, Government, Domestic and World Affairs, and I hope will aid me in doing a better job for the Agency in the future.

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Even though I thoroughly enjoyed the two weeks at Brookings, the effort made by the Office of Training in preparing the opening and closing two weeks has shown me that they could just as easily and as capably present an excellent group of speakers on Government affairs as was given at Brookings. However, location may cause a slight problem. The ideas of splitting the Course in three ways at three different locations is excellent.

7. A primary goal of this Course undoubtedly was to not only broaden the professional background of the participants but also to expose them to the many factors, some seemingly remote, which actually affect each person's role within the Agency and the Government. Since our profession is based on the manipulation of men's ideas and ultimately the affecting of political power systems to our advantage (including the assurance that we are functioning harmoniously as an asset within our own system), it is clear that Agency personnel above the lowest levels should have a comprehension of as many facets as possible of our national Government and goals. While our assigned missions within the Government may be far removed from the policy formulation level, we must be aware of the support that level requires, the reasons for the policies made and the most effective means of attaining the policy goals. This Course has provided the guidelines for further study and contemplation of these considerations. More important, we have learned that these considerations exist and that we can no longer be indifferent to them or to the problems, activities and forces outside our own restricted purview if we and the Agency are to function effectively.

A modified version of the first two weeks of this Course would probably be of benefit to the GS-9 or GS-11 level, too.

8. I greatly appreciate the opportunity of participating in the Course and believe that the six weeks were well spent. Frankly, I would have preferred a bit more activity, such as the seminar talks by students on the last morning, during the other portions of the Course, but this point is a minor one.

The fact the schedule went through with so few changes is a tribute to the planning behind this Course. The first two weeks of the Course at [REDACTED] changed a class into a familiar group and perhaps was one of the keys to the success of the Course.

9. I sincerely believe that the organization of the Course represented a thorough and ambitious effort to help us gain perspective in our positions in the Agency.

The survey treatment made it possible to cover a great deal of material and thus stimulate my thinking on many subjects affecting Government and the Agency.

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DDS&T Comments

1. It is apparent that OTR has given a great deal of thought to the "mix" of presentations. The trip arranged for us to visit the Redstone Arsenal provided a significant change in the over-all tempo of the Course. The presentations given in the last two weeks, in the face of unforeseen cancellations, changes, etc., were very well received by the group.

2. Now that it's all over, philosophic statements come rather hard other than to reiterate that personal and professional friendships made during the six weeks period will endure, in most cases, throughout our careers and will undoubtedly enhance our effectiveness to the Agency.

The Course: Everyone has a certain amount of "If I were President--" in their character; however, it would be hard to improve upon the administration of the Course. Personally, my sincere thanks to all staff members for a job well done.

3. The last six weeks have been in retrospect a most valuable learning experience. Along with the rest of the class, I feel the friendships established between services and offices will prove to be most valuable. Having talked to and viewed many of our country's great leaders over the six weeks has been most satisfying and has provided new insight into our domestic and foreign problems.

I cannot pass this opportunity to express my own appreciation at having an opportunity to talk to the Agency leaders, many Government leaders, and international experts.

May I also express a general feeling I have heard that the offices we represent do not fully understand the Midcareer Program and view this as another course.

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